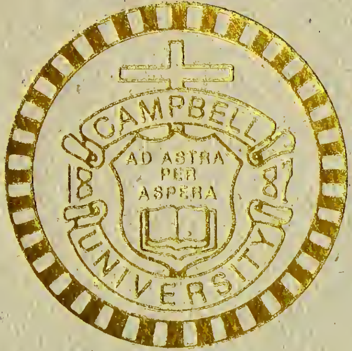

# Campbell University

College of Arts and Sciences
Lundy-Fetterman School of Business
School of Education

1993-1995

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# Campbell University Bulletin
# 1993-95

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| Admissions Catalog | January (1) |
| Summer School Catalog | February (2) |
| Law School Summer Catalog | March (3) |
| Undergraduate Catalog | September (4) |
| Law School Catalog | October (5) |
| Graduate School Catalog | November (6) |

**Volume LXXIV No. 4**

***Campbell University reaffirms its standing policy of nondiscrimination, in employment and in all of its programs and activities, with respect to age, race, gender, religion, cultural and national origin, and handicap. Federal law expressly recognizes exemptions when claimed by religious institutions.***

### *Family Education and Privacy Act of 1974*

Under the provisions of this law, students in post-secondary education have the right to inspect and review their school records, as defined by law. Other than for "Directory Information," Campbell University will release information only with the student's written consent and will use "Directory Information" in the best interests of the student.

### *Rehabilitation Act of 1973*

In accordance with Section 504 of the Rehabilitation Act of 1973, Campbell University does not discriminate on the basis of handicap in admission or access to, or treatment or employment in, its programs and activities. Inquiries may be directed to Mr. G. Leonard Johnson, Post Office Box 97, Buies Creek, North Carolina 27506.

### *Americans with Disabilities Act of 1990 and 1991*

Campbell University complies fully with the provisions of this law. Inquiries may be directed to Mr. G. Leonard Johnson, Post Office Box 97, Buies Creek, North Carolina 27506.

### *Title IX*

Campbell University is committed to a policy of equal opportunity for men and women, and as such, does not discriminate on the basis of gender in admissions nor in the administration of educational programs, policies, and activities except in those instances which are exempt under Section 86.12 of the guidelines based on conflict with the religious tenets of the Baptist State Convention of North Carolina. Inquiries may be directed to Dr. Jerry M. Wallace, Post Office Box 578, Buies Creek, North Carolina 27506.

### *Academic Facilities*

Academic facilities at Campbell University are designated primarily for use in the education of Campbell University students; other uses, although quite worthy in themselves, and of benefit to the community, will not be allowed to interfere with that primary function.

## Photographs

The photograph of the J.A. Campbell Homeplace was taken by James Chase.

All other photographs in this ***Bulletin*** were prepared by the following Service Enterprises photographers:

Chris Haynes
Jacki Safrit
Bennett Scarborough
Elva Scarborough
Todd Scarborough

## Sectional Dividers

The sectional dividers incorporate portions of a map of Campbell University prepared by John Roman of Scituate, Massachusetts.

## The Application of This *Bulletin* To Campbell University Students:

Students in residence as of March 15, 1993, are governed by the Bulletin published for the years 1990-1992. All students on all campuses who matriculate after March 15, 1993 will be governed by the provisions of this (i.e., 1993-1995) ***Bulletin***; normally, students will graduate under the provisions of the ***Bulletin*** in force at the time of their initial registration and advisement so long as the student is continuously enrolled in a Campbell program. (Usually, this document is revised and reprinted on a two-year cycle.)

A student readmitted after an interruption of more than two years in his/her course of study at the University may, at the discretion of the appropriate academic dean, be required to fulfill the graduation requirements in the ***Bulletin*** in effect at the time of readmission.

**The University reserves the right to change any of its regulations, charges, rules, and courses without notice and to make such changes applicable thenceforth, not only to new students, but also to students already registered.**

All undergraduate students at Campbell University are subject to the provisions of the student honor code. All students are responsible for being completely familiar with the provision thereof; ignorance of those regulations does not constitute a defense against a charge of violation of the honor code.

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## ■ Introduction

*Welcome to Campbell!*

This catalog has been prepared to introduce you to Campbell University. Through it, you will learn of the talented and friendly student body, high-quality faculty, excellent academic programs, beautiful campus and facilities, and many friends who support the mission of Campbell and contribute to the fulfillment of its purpose.

As you read about Campbell, we want you to gain a perspective of what it would be like to live and study at one of the finest universities in the eastern United States.

Selecting a quality university should include certain criteria:

***A school where the individual counts:*** Campbell University is a friendly campus where small classes encourage closer relationships among students and faculty. The individual student is very important to fellow students, faculty, and the administrative staff.

***Meaningful programs:*** With a tradition of academic excellence, Campbell readily introduces new programs which reflect changes in the professional and vocational developments of our nation and world. Intramural and intercollegiate athletics combine with academics to make Campbell an exciting place to study and play.

***A pleasant social and cultural environment:*** Campbell is a coeducational, church-related university located in central North Carolina. Students are enrolled from all counties, with most states along the Atlantic Seaboard represented in the student body. Students from more than forty-five foreign countries regularly attend Campbell. The distribution of male and female students is almost equal. The climate in Buies Creek is mild with the opportunity for outdoor sports throughout the year.

**Subject Area**

The specific subject addressed on this page.

**Page Number**

All pages of the ***Bulletin*** are numbered consecutively.

**Using this *Bulletin* . . .**

The ***Bulletin*** is divided into six major sections. The major section name is listed at the bottom of each page. The specific subject addressed on the page is listed at the top of the page. Page numbers and edition information are included on each page.

While many major topics are listed in the table of contents, you may find it most useful to begin your search for information in the index.

The index lists each topic addressed in the ***Bulletin*** and is cross-referenced by subject.

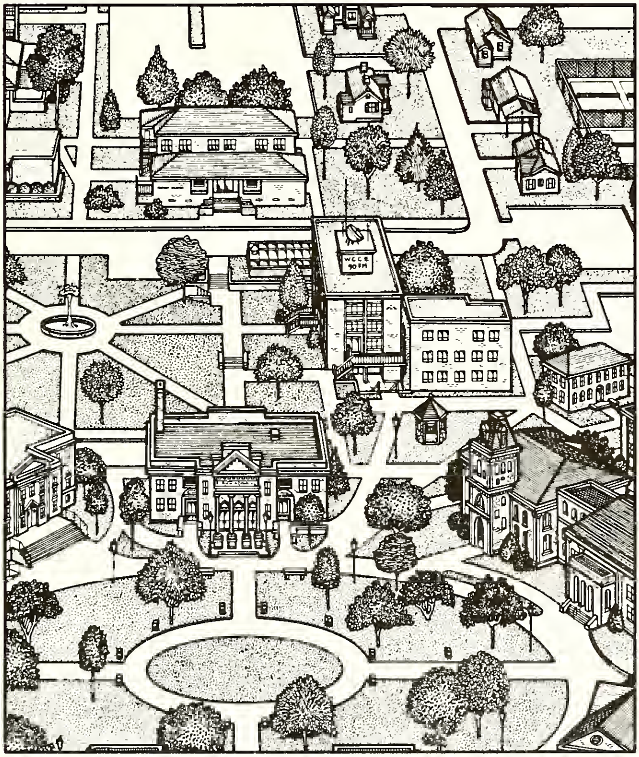
**Major Section**

The general area covered in this section of the ***Bulletin***.

***Bulletin* Edition**

The period covered by this Bulletin.

# CAMPBELL
## UNIVERSITY



# General
# Information

## ■ Statement of Purpose

Campbell University is a university of the liberal arts, sciences, and professions which is committed to helping students develop an integrated Christian personality characterized by a wholeness that includes: a method of critical judgment; an appreciation of our intellectual, cultural, and religious heritage; and a sensitive awareness of the world and society in which they live and work with persons.

Campbell University is a Baptist university affiliated with the Baptist State Convention of North Carolina. Both in and out of the classroom, the University endeavors to present Christian principles to students and to foster their application to daily life.

The purpose of Campbell University arises out of three basic theological and Biblical presuppositions: learning is appointed and conserved by God as essential to the fulfillment of human destiny; in Christ, all things consist and find ultimate unity; and the Kingdom of God in this world is rooted and grounded in Christian community.

Therefore, the mission of Campbell University, as a community of Christian scholars, is to:

•Provide students with the option of a Christian world view;

•Bring the Word of God, Mind of Christ, and Power of the Spirit to bear in developing moral courage, social sensitivity, and ethical responsibility that will inspire a productive and faithful maturation as individuals and as citizens;

•Transfer from one generation to the next the vast body of knowledge and values accumulated over the ages;

•Encourage creativity, imagination, and rigor in the use of intellectual skills;

•Affirm the University's commitment to the belief that truth is never one-dimensional but in wholeness is revelatory, subjective, and transcendent as well as empirical, objective, and rational, and that all truth finds its unity in the mind of Christ;

•Frame University teaching in the context of a liberal arts education seeking to free persons to live more abundantly and securely in an ever-changing social order;

•Foster stewardship in nurturing the gifts of the mind and in developing aesthetic sensibilities;

•Equip students with superior vocational skills, productive insights, and professional integrity;

•Provide a community of learning that is committed to the pursuit, discovery, and dissemination of knowledge to serve the region as well as national and international communities;

•Prepare students for purposeful lives through undergraduate, graduate, and professional instruction including terminal graduate and professional programs;

•Provide services to the general community through research efforts, continuing education, and cultural programs;

•Cooperate with other educational institutions for the advancement of mankind.

This University sees the human vocation as living by faith under grace, with no conflict between the life of faith and the life of inquiry.

## ■ Brief History

*Ad astra per aspera*

Implicit in this old Latin motto, "To the stars through difficulties," adopted during the dark days of Reconstruction in the Old South, are beliefs, aims, and objectives that have guided this institution through ever-changing circumstances.

Campbell's rise from a community school of twenty-one students to eminence as a great southern academy and later to its present standing among the state's largest church-related senior universities is illustrative of what perseverance can accomplish in scaling the heights.

Campbell University was founded January 5, 1887, by James Archibald Campbell, a North Carolina preacher who believed that no student should be denied admission because of lack of funds.

Known as Buies Creek Academy, the school that began with twenty-one students grew slowly during the early years.

> "From the beginning, his (Dr. James Archibald Campbell) passion was that his school prepare young men and women for a living and for a life, not one but both. He was concerned that Christ have his way in the classroom and that he have his way in the church house, no difference..."
>
> *Campbell College - Big Miracle at Little Buies Creek, (1887-1974)*
> Dr. J. Winston Pearce

In 1925, the school's property was deeded to the North Carolina Baptist State Convention. In 1926, the school attained junior college status and changed its name from Buies Creek Academy to Campbell Junior College. In 1961, Campbell became a senior college. The name was changed to Campbell University on June 6, 1979.

Graduate programs were begun in 1977 with the Master of Education degree. The Master of Business Administration degree was added in 1978 and the Master of Science in Government was established in 1982.

The Campbell University School of Law was founded in 1976, and the Lundy-Fetterman School of Business was begun in 1983. The Schools of Pharmacy and Education were established in 1985.

In over one hundred years of service, Campbell University has been served by only three presidents:

| | |
|---|---|
| James Archibald Campbell | 1887 - 1934 |
| Leslie Hartwell Campbell | 1934 - 1967 |
| Norman Adrian Wiggins | 1967 - |

## ■ Campus and Buildings

The University occupies a spacious 850-acre campus in the village of Buies Creek, located in Harnett County, and equidistant from North Carolina's fast-growing metropolitan centers of Raleigh and Fayetteville.

The location combines the advantages of accessible urban convenience with the friendly, academic atmosphere of a rural university village.

The University had its beginning in a small one-room building erected by local citizens. Though later enlarged, it was, by 1896, inadequate to house the growing student body, and additional facilities were added.

On December 20, 1900, with the exception of one building which was later used for classrooms, these structures were destroyed by fire.

The burned buildings were replaced by Kivett Hall, named for Z.T.Kivett, the builder; it was constructed between May 23, 1901, and November 2, 1903. During 1991-1993, Kivett Hall was remodeled to provide additional space for the Norman A. Wiggins School of Law. Other buildings include: William Pearson Hall (1915), Carrie Rich Memorial Library (1925), D. Rich Memorial Building (1926), Curriculum Center (1947), Carter Gymnasium (1952), Leslie Hartwell Campbell Hall of Science (1961), J. Clyde Turner Chapel (1963), Campbell Home Management House (1965), Fred L. Taylor Hall of Religion (1973), Johnson Memorial Natatorium (1976), and Taylor Bott Rogers Fine Arts Center (1984).

In addition, the following serve the administrative function of the University: B. P. Marshbanks Dining Hall (1934), W. S. Britt Hall (1947), John S. Pearson Memorial Infirmary (1960), James A. Campbell Administration Building (1961), McLeod Admissions Center (1967), James M. Shouse Dining Hall (1973), Page Welcome Center (1974), and the Campbell Laundry Building (1985).

The residence halls for men are: Joel G. Layton Hall (1923), Ernest P. Sauls Hall (1962), Bobby Murray Hall (1967), A. R. Burkot Hall (1973), Fred McCall Hall (1973), and Lonnie D. Small Hall (1973).

The residence halls for women are: William H. and Lula Bostic Jones Hall (1954), J. E. Kitchin Hall (1955), O. Hampton Baldwin Hall (1958), Fred N. Day Hall (1959), Mabel and Nell Powell Hall (1960), James E. and Mary Z. Bryan Hall (1961), J. Hunter and Mabel C. Strickland Hall (1962), R. A. and Elsie Hedgpeth Hall (1967), Burt House (1980), Marshbanks House (1980), McKay House (1980), Burgess House (1987), Caudell House (1987), Wallace House (1989), and Lynch House (1989).

The University also provides several housing facilities for faculty and married students. They are: Ellis Memorial Apartments (1957), Campbelltown Apartments (1959), Northeast Hall (1963), and East Hall (1969).

## ■ Accreditation

Campbell University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award Associate, Bachelor's, Master's, Education Specialist, and Doctor's degrees.

Campbell's Professional Education programs are also accredited by the National Council for the Accreditation of Teacher Education (NCATE) and approved by the North Carolina Department of Public Instruction (NCDPI).

Campbell University holds membership in the North Carolina Foundation of Church-Related Colleges, North Carolina Council of Church-Related Colleges, the North Carolina Association of Independent Colleges and Universities, and the American Association of Colleges for Teacher Education. The School of Law is accredited by the American Bar Association and the School of Pharmacy by the American Council on Pharmaceutical Education.

## ■ Faculty

One of the chief assets of Campbell University is its faculty. Members of the faculty are competent, experienced, and dedicated teachers. Their educational backgrounds are represented by undergraduate and graduate degrees from many outstanding institutions.

At the present time, approximately four-fifths of the faculty hold the doctoral degree or its professional equivalent.

Campbell University is committed to the task of selecting and maintaining a group of highly qualified teachers who are dedicated to learning in general, to the special knowledge of their subject area, and to the process of instructing students.

## ■ Assets

The University has total assets with a replacement value amounting to nearly $145,000,000, including endowment assets as of 1991 of approximately $32,000,000.

Also included among its assets is Keith Hills, an eighteen-hole championship golf course, completed in 1973 and named for its longtime trustee and his family, Fred R. Keith, of Lumberton, North Carolina. The Robin Whitley Hood family of Benson, North Carolina, made possible the building of the Robin Hood Pro Shop.

## ■ Library

Carrie Rich Memorial Library (1925). This building consisted originally of two large reading rooms, stack rooms, and the librarian's office. It has been expanded several times, with the most recent addition completed in 1965. At present, the library includes adequate reading space for a student body of more than 2500 students and stack space for more than 180,000 volumes. Over the past several years, the library has received many valuable collections.

## ■ The Norman Adrian Wiggins School of Law

In July of 1975, following extended feasibility studies, the General Board of the North Carolina Baptist State Convention approved establishment of the

Campbell University School of Law. In August of 1976, the charter class of 97 students was admitted.

The University Trustees named the law school in 1987 in honor of the founding president.

The decision to establish the School of Law was not lightly taken; it was made with the firm conviction that the Campbell University School of Law and its graduates would help meet needs presently unmet, particularly in the southeastern United States.

This School of Law was not designed to be one that duplicates in every detail the emphasis and programs of existing law schools. Rather, its intention was to formulate a unique program to educate a particular type of lawyer for whom there is a special and continuing need.

Campbell educates lawyers who are prepared from the outset of their careers to serve their communities with legal skill and ethical and intellectual leadership, in the noblest tradition of the *counselor.*

The Campbell University School of Law is purposely small, with a tradition of admitting no more than 90 students per class. While its academic program is arduous, its rural village setting and commitment to human values are designed to enhance one's likelihood of success as a student and as a lawyer in any setting in which one chooses to practice.

## ■ The Lundy-Fetterman School of Business

In October, 1982, the establishment of the Lundy-Fetterman School of Business was announced. The School was named for the late Burrows T. and Mabel L. Lundy, generous benefactors to the University and strong supporters of free enterprise, as well as for Lewis and Annabelle Fetterman, son-in-law and daughter of the late Mr. and Mrs. Lundy.

The guiding philosophy of the School of Business is exemplified in its relation to and support of Campbell's distinctive Christian purpose and in its belief that the free enterprise system has been the strength of the American economic system. Such a tradition and purpose continues to guide the development of the Lundy-Fetterman School of Business.

## ■ The Campbell University School of Pharmacy

The Campbell University School of Pharmacy is one of the newest schools for pharmacists in America; it was founded at Campbell University in 1985 and admitted its charter class in August of 1986.

The school confers the Doctor of Pharmacy degree upon students who complete its four-year professional program of classes, research, and internships. The first degrees were awarded in May 1990.

Entering students must complete at least two years of undergraduate work prior to beginning the pharmacy curriculum.

Because of Campbell University's unique location, its pharmacy program encompasses an unusually broad variety of pharmaceutical internship possibilities, including major medical centers such as Duke Hospital, several Veterans' Administration hospitals, international research companies in the Research Triangle Park, and significant numbers of practicing pharmacists and smaller hospitals and clinics, all within an hour's drive.

Thus, graduates of the pharmacy school are prepared to serve the region and the nation in active pharmaceutical practice and research in a broad variety of professional positions.

## ■ The Campbell University School of Education

Recognizing that the education of teachers is vital to the life of our society and the preservation of the values of Western civilization, Campbell University, in late 1985, consolidated the related disciplines of education, psychology, sociology, and home economics into a School of Education dedicated to intellectual development and professional preparation of young teachers.

In addition to the basic process of preparing undergraduates for initial teacher certification, the school provides a quality program at the Master's level and has implemented sixth-year and doctoral programs for administrators.

Currently the School of Education includes Professional Education programs at the graduate and undergraduate levels and the departments of home economics, psychology, and social work.

## ■ Graduate Programs

### Master of Education (M.Ed.)

The graduate program in education was begun in the summer of 1977 and now enrolls approximately 250 students.

The major objective of the graduate program in Professional Education is to provide an opportunity for persons in the field of education to pursue knowledge in their field and to improve their professional skills. Programs offered under the Master of Education umbrella include the following: Elementary Education, Middle Grades Education, Physical Education, Social Science Education, Mathematics Education, English Education, Counselor Education, Administration Level I, and Curriculum Specialist Level I. The Education Specialist degree (sixth year) is offered in Administration (Level II).

### Doctor of Education (Ed.D.)

An interdisciplinary Doctor of Education degree program is offered in Administration. This program does not lead to North Carolina certification. The first doctoral degree was awarded in May 1990.

### Master of Business Administration (M.B.A.)

The graduate program in Business began in the fall of 1978. There are now approximately 285 students enrolled.

The major objective of the program is to develop the student's analytical, critical, problem-solving, and decision-making capabilities and to provide the basic knowledge needed for the solution of business problems.

In order to earn the M.B.A., the student must successfully complete a thirty-hour program in Management, Economics, Finance, Marketing, Advanced Management Accounting, and Legal Environment. Selected students may enroll in the M.B.A. program in combination with either the B.B.A. or the J.D. degree programs.

### Master of Science in Government (M.S.)

The graduate program in Government was begun in July 1982 after a careful feasibility study established the need for a unique program in international relations. Classes are scheduled on the campus at Buies Creek and at the Fort Bragg campus.

### Graduate Bulletins

Graduate bulletins containing additional information concerning the graduate degrees in Education, Business Administration, or Government may be obtained by writing to the Dean of Admissions, Campbell University, Buies Creek, North Carolina 27506.

## ■ Academic Calendar

Campbell University provides a year-round educational program. In addition to the fall and spring semesters, a wide range of courses is offered during the summer. Two sessions of five weeks each constitute the summer semester.

The summer and fall semester schedules are generally available in early March. The schedules and additional information may be obtained by writing the Dean of Admissions, Campbell University, Buies Creek, North Carolina 27506. The projected academic calendar is found on pages 279 - 283.

## ■ Continuing Education and Off-Campus Programs

Campbell University offers undergraduate and graduate classes in evening programs which are available on campus and at various sites across the state.

The great majority of the 1,300 students in these programs are part-time; some, however, are able to carry enough classes strictly during evenings and on Saturdays to qualify as full-time students.

These classes are taught by the University's regular professional staff as well as by adjunct faculty members.

### Off-Campus Centers

Campbell's largest off-campus center is at Fort Bragg, N.C. From an enrollment of 50 students in four classes in the spring of 1976, the center today serves more than 500 students in over 50 classes in both undergraduate and graduate studies.

Civilians as well as military personnel attend the classes which are taught year-round in the Bowley School on post. Campbell maintains an office in this building for registration, counseling, purchase of textbooks, and other services necessary for class attendance at Fort Bragg. The Center may be telephoned at (919) 436-3242.

The University's off-campus center at MCAS New River/Camp Lejeune at Jacksonville, N.C., was established in the fall of 1987.

This is a full-service center like the one at Fort Bragg and offers undergraduate classes on a year-round schedule. Campbell offices are in the Station Education Center at MCAS New River and at Camp Lejeune. Telephone numbers: (919) 451-6600 and (919) 451-3097.

The University's newest off-campus center is at Pope Air Force Base, N.C. The telephone number is (919) 497-8238.

The University also provides undergraduate classes at the Morrisville site of the N.C. Army National Guard. Information about classes at this location is available from the Director of Continuing Education on the main campus. The telephone number is (919) 893-1277.

### Off-Campus Graduate Programs

Graduate classes in Education and Business Administration are taught during evenings at other off-campus sites. For general information, the Deans' offices should be contacted. Programs are available at Seymour Johnson AFB and Wayne Community College in Goldsboro; Peace College in Raleigh; N.C. Wesleyan in Rocky Mount; Central Carolina Community College in Sanford; and Camp Lejeune.

## Central Carolina Community College (CCCC)

Since 1970, Campbell University has been involved in a cooperative college transfer program with Central Carolina Community College.

The general education curriculum is taught at CCCC by regular members of Campbell's faculty and by adjunct professors.

This program enables students to earn an associate's degree upon completion of 64 semester hours of college-level work and permits the student to transfer these credits to Campbell or to other accredited institutions.

Information about this program may be obtained from CCCC's Student Development Services. The telephone number is (919) 775-5401.

## Malaysian Program

Campbell University is involved in a cooperative program with the University of Ulster of Belfast, Ireland at Tunku Abdul Rahman College (TARC) in Kuala Lumpur, Malaysia.

Graduates of the science curriculum at TARC receive their Bachelor of Science degree from Campbell University. The students are carefully selected and highly motivated. They are taught by outstanding faculty, ably supported by excellent facilities and equally good library holdings and equipment.

Campbell University exercises continuing control on the quality of the academic program through an annual visit by external examiners and frequent communication between TARC and the home campus.

## Study Abroad Program

Through a cooperative arrangement with South Wales Baptist College, Cardiff, Wales, and the University of Wales, programs for summer and nine-months study are available to students in selected majors.

## Christian College Coalition Programs

Because Campbell University is a member of the Christian College Coalition, an association of more than 80 private liberal arts Christian colleges and universities, a number of off-campus learning opportunities exist.

These include an American Studies Program in Washington, D.C., a Latin American Studies Program in Costa Rica, the Los Angeles Film Studies Center, an environmental studies program, and a summer study program at the University of Oxford.

## American Studies Program

The American Studies Program, founded in September 1976, serves as the "Washington campus" of Coalition member colleges.

Based on the principle of integrating faith, learning and living, students spend a semester in Washington, D.C. earning credit by serving as interns and participating in a contemporary, issue-oriented seminar program. Available internships may include congressional offices, social service agencies, think tanks, or cultural institutions.

The American Studies Program is designed for juniors and seniors with a wide range of academic majors and vocational interests.

### Latin American Studies Program

An opportunity to live and learn in Latin America is available to students from Coalition member colleges through the Latin American Studies Program.

Located in San Jose, Costa Rica, the program is committed to helping students examine and live out the Lordship of Jesus Christ in an international context. Each semester, a group of approximately 25 students is selected to participate in this semester and service experience.

### Los Angeles Film Studies Center

In January 1991, the Christian College Coalition inaugurated the Los Angeles Film Studies Center.

Its purpose is to enable Christian college students to serve in various aspects of the film industry with professional skill and Christian integrity. Located in Burbank near major production studios, the semester-long program combines seminar courses with an internship in various segments of the film industry, providing students with the opportunity to explore the industry within a Christian context and from a liberal arts perspective.

### Au Sable Institute of Environmental Studies

Located in Michigan, this program offers courses which cover various aspects of environmental studies and fellowship. Ecological information is provided along with experience in both field and laboratory techniques. Scholarship assistance is available to students at Coalition member colleges.

### Oxford Summer School Program

Students at Coalition member colleges and universities are invited to apply for admission to the Oxford University Summer School Program, a multidisciplinary study of history and development of the Renaissance through the examination of the philosophy, art, literature, science, music, politics and religion of this era. Students have the opportunity to study with the faculty of the Centre for Medieval and Renaissance Studies, which is affiliated with Oxford's Keble College.

## ■ Admissions

Although the majority of the students at Campbell are from the Southeastern section of the United States, more than forty states and forty-five foreign countries are represented on the campus.

Selection for admission involves several considerations including grades, test scores, activities, and recommendations. Academic record or ability is not by itself sufficient qualification for the admission of any applicant.

A candidate for admission should make initial contact with the Office of Admissions, Campbell University, Buies Creek, North Carolina 27506, early in the senior year of high school. At that time, the Admissions Office will mail necessary forms and instructions.

### Suggestions for Those Beginning the College Admissions Process

1. Study the catalog (a copy may be obtained by writing the Dean of Admissions).

2. Ask the Dean of Admissions to answer any questions concerning Campbell University or its programs.

3. Visit the University, preferably with parents, to tour the campus and to discuss the preferred program of study.

4. Obtain the necessary forms from the Admissions Office.

5. Complete the application form carefully and attach a recent photograph. With the application, enclose the $15.00 processing fee. Mail the application to the Dean of Admissions.

6. With the assistance of the principal or guidance counselor, make the necessary arrangements for taking the Scholastic Aptitude Test of the College Entrance Examination Board. Request that the scores be sent to the Dean of Admissions, Campbell University, Buies Creek, North Carolina 27506.

7. Upon completing the first half of the senior year, request that the high school principal send a record of all completed high school work to the Dean of Admissions.

8. Request that the personal physician send the completed Student Health

Service form to the Dean of Admissions.

9. Upon graduation: (a) request the high school to send to the Dean of Admissions a supplementary transcript recording the grades and credits during the final semester, and (b) if not previously done, have the family physician complete the Student Health Service form and mail it to the Dean of Admissions.

## Directions for Prospective Transfers

1. Follow Steps 1, 2, 3, 4, 5, and 8. In addition to the above, the University needs SAT scores and high school transcripts.

2. Make available the scores on the Scholastic Aptitude Test of the College Entrance Examination Board or American College Test (ACT).

3. Request the registrar of the college at which you are now in attendance (or if not now in school, the registrar of the school last attended) to mail a complete transcript to the Dean of Admissions at Campbell University.

4. If you have been in attendance at more than one college, the registrar of each institution should mail to the Campbell University Dean of Admissions a transcript of all work attempted at that school. Failure to have the appropriate academic records sent to Campbell may result in the application being denied.

5. Request a letter of recommendation from a responsible official of the college previously attended.

## Official Enrollment

A student is officially enrolled by being accepted and notified by the Admissions Office, by making satisfactory financial arrangements with the Business Office, and by registering at the appropriate time.

## Admission Requirements

Full admission to freshman-level study requires the following:

1. *Either* graduation from an accredited secondary school with twelve credits as follows:

| | |
|---|---|
| English | 4 credits |
| College-Preparatory Mathematics<br>(including two of algebra and one of geometry) | 3 credits |
| One foreign language | 2 credits |
| Social Sciences<br>(One must be in United States history.) | 2 credits |
| Natural Sciences<br>(It must be a laboratory science.) | 1 credit |

*Or* successful completion of the General Educational Development (GED) Program and unusual circumstances with respect to ability, maturity, and motivation. (Only a limited number of GED applicants will be considered.)

2. Acceptable test scores, preferably from the high school senior year, on either the Scholastic Aptitude Test of the College Entrance Examination Board or the ACT Examination of the American College Testing Program.

Students with less than 500 composite score on the SAT (ACT)* will not be considered for admission; students with scores in the 500-600 range will be evaluated for provisional admission (defined below) with reduced academic load and "academic support" courses in English and/or mathematics required in the freshman year.

Students with test scores from 600-800 will be eligible for full admission if they also have a respectable high school rank, but will be monitored. Students with scores above 800 are eligible for full admission.

* ACT scores are converted to SAT equivalents for statistical purposes.

## Definitions

***Official Enrollment:*** A student is officially enrolled by being accepted and notified by the Admissions Office, by making satisfactory financial arrangements with the Business Office, and by registering at the appropriate time. The University reserves the right to reject any application without explanation.

***Full Admission:*** Admitted as a freshman, transfer, or special student with no conditions that have to be removed prior to graduation.

***Provisional Admission:*** Admitted at the discretion of the Admissions Committee, with the requirement to remove one or more conditions prior to enrolling or to commencing a second semester's work.

Examples include, but are not limited to, the following: (1) to take further precollege work during the summer prior to the beginning of freshman year; (2) to take a course to determine placement in English, mathematics, or foreign language; (3) to demonstrate proficiency in or mastery of specified subject matter; (4) to complete the official documentation in the applicant file.

A student admitted provisionally receives credit for work at Campbell University only after the conditions are met and the status of full admission is achieved.

***Academic Support Program:*** A program of special academic assistance for students with SAT composite scores in the range of 500-600, for other students with demonstrated weaknesses in English and/or mathematics, and for all students whose high school record warrants special concern and attention.

The major components of the program are a limit (13.5) on the number of semester hours taken until a 2.000 GPA is established, and assignment to remedial courses in English and mathematics, unless these courses are taken prior to arrival at Campbell University.

## Credit Earned by High School Students

High school students may take courses for credit at Campbell University provided they have completed their junior year and are recommended by their high school principal or counselor. Credit for courses successfully completed will be granted after the student graduates from high school and enrolls at Campbell University.

## Admission of Military Personnel and Veterans of the Armed Forces of the United States

For many years, Campbell University has been active in the various military education programs.

It is proud of its designation as a "Service Members Opportunity College" and its selection as one of twenty-five colleges and universities to participate in the Bachelors Degree for Soldiers system.

The University will evaluate military records for college credit without charge to determine the amount of credit which may be granted for nontraditional schooling, and military experience and training, if the student applies for admission and is accepted as a degree-seeking student at the University.

For additional information, contact the Veterans' Affairs Office, Campbell University, Post Office Box 546, Buies Creek, North Carolina 27506.

## Summer School Students From Other Institutions

Students enrolling at Campbell University for the summer program only should secure a statement certifying approval of such plans and listing approved courses from the proper official at the school to which the credit will be transferred.

## Transfer of Credit

A transfer student from an accredited two-year institution may receive up to sixty-four semester hours of course credit.

Students transferring from colleges not accredited by the regional accrediting agency will receive provisional credit which must be validated by earning a "C" average during the first year of residence after transfer.

All students from accredited junior and community colleges are eligible to apply for transfer under a direct transfer policy if they have an overall "C" average and are recommended by the dean of the sending institution. Full credit will be given to junior college courses at the associate degree level.

Transfer students must be in good academic and social standing at the school from which they are transferring.

## Reserve Officers Training Corps (ROTC)

Campbell University offers an ROTC program which is designed to develop officer-leaders and to lead to a commission as an officer in the Army Reserve or the Regular Army.

Additional information may be found on page 137 of this ***Bulletin*** under Military Science.

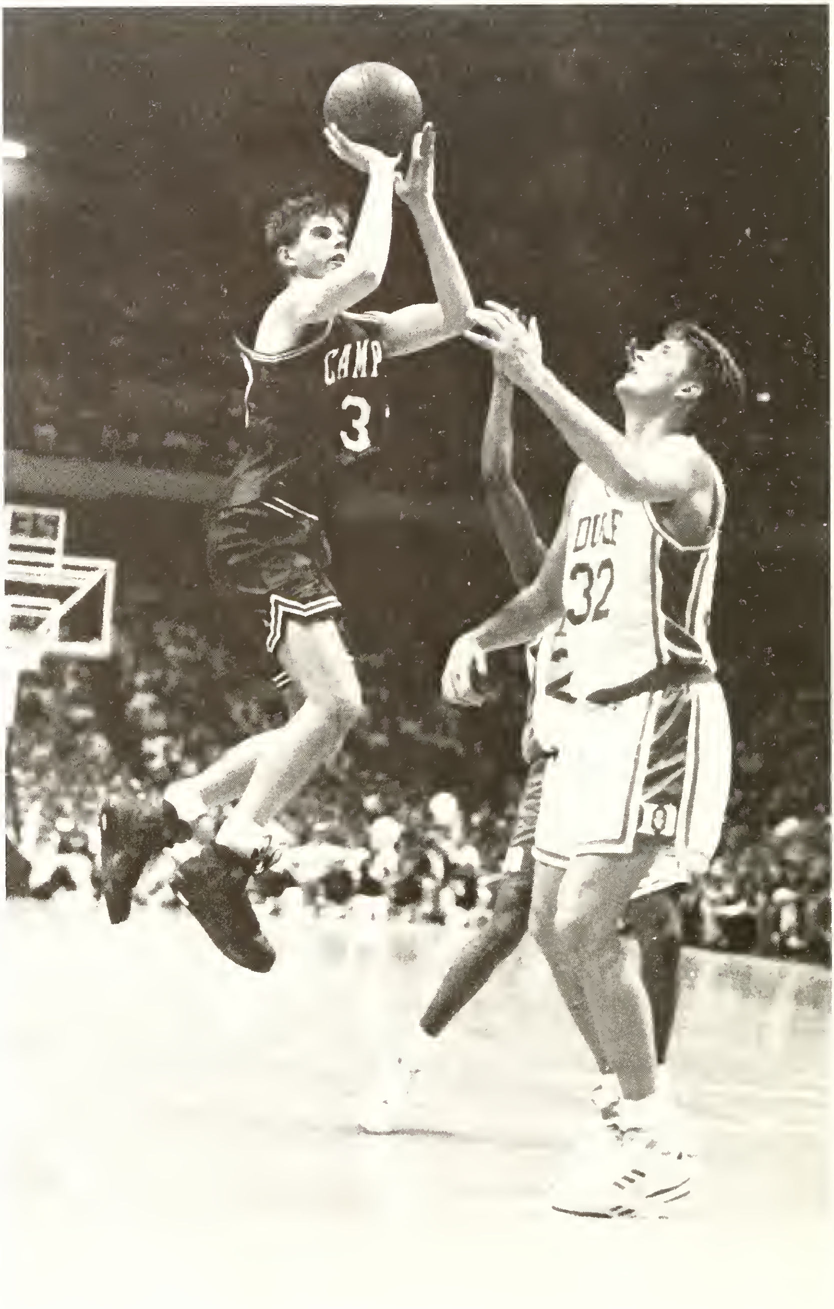
## Admission Requirements for International Students

International students are required to demonstrate proficiency in the English language and satisfy the admissions requirements and procedures.

The English language prerequisite for the University will be met when the applicant has submitted proof of a score of 500 or better on the TOEFL, or completed level 109 at an ESL Language Center.

A complete set of educational credentials with English translations, if necessary, are required before eligibility for admission can be determined.

An affidavit of financial responsibility is required before the University can issue an I-20 form.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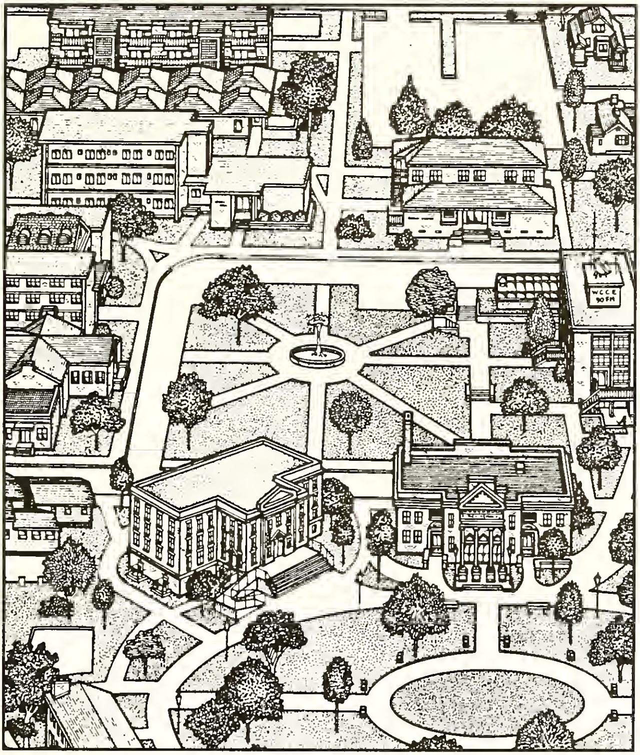
Campbell University(1993/95)

# CAMPBELL
# UNIVERSITY



## Academic Policies

## ■ General Requirements for All Undergraduate Degrees

Campbell University offers undergraduate programs leading to the Associate of Arts, Bachelor of Arts, Bachelor of Science, Bachelor of Business Administration, Bachelor of Applied Science, and Bachelor of Health Science degrees.

### Candidates for undergraduate degrees must:

1. Demonstrate evidence of good character.
2. Complete the General College Curriculum.
3. Satisfy the Cultural Enrichment Program attendance requirement.
4. Complete a minimum of 12 semester hours in the departmental major at Campbell.
5. Achieve a grade point average of 2.0 on all undergraduate work attempted. In addition, a 2.0 average is required for all work attempted at Campbell and in the major.
6. For the bachelor's degree, complete 128 semester hours of which the last 32 must be earned at Campbell. (For the Associate of Arts degree, see page 26.)
7. Participate, when requested, in assessment of studies in the major and/or minor field.

A student is normally allowed to attempt only 160 semester hours before graduation. This number may be exceeded with the approval of the Retention Committee.

From time to time, changes are made in General Curriculum requirements, graduation requirements, and related matters. Unless otherwise indicated, such changes will be applicable to all students enrolled at the time the change is adopted, as well as to all students who reenroll after a period of absence.

### Assessment of Institutional Effectiveness

On a periodic basis, the University will request student participation in determining measures of effectiveness of University programs and in assessing student progress during the course of the educational experience at Campbell. When the participation requested pertains to student progress in the major and/or minor field of study, such participation becomes a requirement for graduation.

## ■ The General College Curriculum

The General College Curriculum includes courses representing all liberal arts disciplines. The purpose is to provide students the opportunity to acquire skills, experience, and knowledge needed to achieve the spiritual, philosophical, historical, aesthetic, and scientific foundations necessary to understand and evaluate human experience and enjoy the good life motivated by tolerance and concern for others.

Students pursuing the B.A., B.S., and B.B.A. degrees must complete the General College Curriculum unless otherwise noted below.

| **Disciplines** | **Number of Courses Required** |
|---|---|
| **Fine Arts**[1] | |
| Art 131, Music 131, or Drama 131 | 1 |
| **Humanities** | |
| English 101, 102<br>(English 101 may be waived for students with an SAT verbal score of 600 or higher and a "B" average in high school English). | 1-2 |
| English and/or American Literature<br>One course in foreign literature may be substituted for one literature course. | 2 |
| Foreign language[2] | |
| 1. Students beginning a new language or students with less than two years of high school language must complete courses numbered though 201. | 1-3 |

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[1] Education 131 (The Fine Arts) is recommended for all elementary and middle grades education majors seeking teacher certification. These students will receive core curriculum credit for the fine arts requirement upon successful completion of the course. Priority in registration will be given to students seeking teacher certification.

[2] Students pursuing the B.B.A. degree are required to complete two foreign language courses which may be met by presentation of two or more high school units (years) in the same language.

| | |
|---|---|
| 2. Sudents with two years of high school language or more must complete the course numbered 202 if working in the same language. | 1-2 |
| Religion 101 and any additional religion course | 2 |
| History 111 and 112 | 2 |
| **Mathematics and Computer Science**[3]<br>Successfully complete Mathematics 122 or two mathematics courses numbered 111 and above as selected by the major department. (One course may be from CIS 125, CSCI 275, CSCI 111, or Philosophy 221.) | 1-2 |
| **Natural Science**[4]<br>Two laboratory science courses from Biology, Chemistry, Environmental Science, or Physics | 2 |
| **Physical Education**<br>Physical Education 185 (2 hours) and any activity course (1 hour) | 2 |
| **Social Science/Humanities Option**[5]<br>Economics, Geography, Psychology, Government History, Sociology, Religion or Philosophy | 2 |
| **Total General Education Hours** | **50-59 Semester Hours** |

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[3] Students pursuing the B.B.A. degree are required to complete Math 160.

[4] SIED 117 (General Science I) is recommended for all elementary and middle grades education majors seeking teacher certification. These students will receive core curriculum credit for one-half the natural science requirement upon completion of the course. Priority in registration will be given to students seeking certification.

[5] Students are required to complete only two courses and may take any combination, with the approval of the major department.

## ■ Double Majors

A student may be a candidate for only one undergraduate degree. Normally, each student chooses a major field when nearing completion of the core curriculum requirements, usually not later than the second semester of the sophomore year. Requirements for the major vary by department. It is possible to complete the requirements for two majors while in residence; however, this sometimes requires a ninth semester of work.

Qualification in two majors does not entitle one to two degrees. Students who desire qualification in two major fields must have the approval of both of the appropriate department chairmen. The student must select in writing one department's requirements as governing. In the event of misunderstandings or conflicts with respect to requirements, the chairman of the governing department will resolve the problem.

In the case of duplicate requirements, the student may be released from the course requirement by the department chairman of the secondary major, but the student must still have 128 hours for graduation. Students must have a 3.0 average before starting a double-major program.

Campbell University does not award a second baccalaureate degree. Graduates may be given certification in a second major upon completion.

**Note:** Students receiving veterans' benefits must document with the Veterans' Affairs Coordinator, the Office of the Registrar, and the appropriate department chairmen their intent to pursue the double major or major with a minor. A written course requirements sheet, agreed to by respective department chairmen, must be provided to the veterans' benefit student with the clear understanding that an additional semester may be required to complete all requirements. The course requirements sheet will be developed on a case-by-case basis, tailored individually, and agreed to by the appropriate department chairmen. Successful completion of all degree requirements will result in award of a single diploma.

## ■ Minors

Students may also elect to earn a minor field. Requirements for minors are normally less demanding than those of a major field. Minimum requirements for a minor are 18 semester hours, including a minimum of five courses.

Variations will be determined by the appropriate department. The student must designate his major and minor fields in writing to the registrar at the time of application for graduation. There is no grade point average requirement to meet before commencing work on a minor.

## ■ Combined Degree Program

Candidates for the "three-three" degree program in law and the "two-four" program in pharmacy must have the written approval of the appropriate deans.

Beginning in Fall 1993, students with combined SAT scores of 1100 or higher may be offered guaranteed seats in the Norman A. Wiggins School of Law upon graduation, provided that they have maintained a 3.50 cumulative grade point average during their undergraduate work at Campbell University and satisfy the law school's requirement with respect to the Law School Aptitude Test (LSAT).

The School of Pharmacy reserves spaces for high school valedictorians who maintain required averages in their pre-pharmacy curriculum.

## ■ Bachelor of Arts Degree Requirements

Students must complete the General College Curriculum, along with major and elective requirements, to total 128 semester hours. Major requirements are included in the appropriate academic department listing in this ***Bulletin***.

The Bachelor of Arts Degree is awarded to students in the following majors:

### College of Arts and Sciences

Art
Dramatic Art
English
French
Government
Mass Communication
History
Music
Music Education
Religion
Religion and Philosophy
Spanish

## ■ Bachelor of Business Administration Degree Requirements

Students must complete the General College Curriculum, along with major and elective requirements, to total 128 semester hours. Major requirements are included in the Lundy-Fetterman School of Business section of this ***Bulletin***.

The Bachelor of Business Administration degree is awarded to students in the following majors:

Accounting
Business Administration

- Computer Information Systems
- International Business
- Trust Management

## ■ Bachelor of Science Degree Requirements

Students must complete the General College Curriculum, along with major and elective requirements, to total 128 semester hours. Major requirements are included with the appropriate academic discipline listing in this ***Bulletin***.

The Bachelor of Science degree is awarded to students in the following majors:

### College of Arts and Sciences

- Biology
- Chemistry
- Computer Science
- Mathematics
- Medical Technology
- Physical Education
- Social Science

### The Lundy-Fetterman School of Business

- Economics

### School of Education

- Elementary Education
- Middle Grades Education
- Teacher Certification with a B.S. degree in the following areas:
    - Biology, English, French, History, Home Economics, Mathematics, Music, Physical Education, Social Science, and Spanish
- Psychology
- Home Economics in the following areas:
    - Clothing, Textile-Fashion Merchandising, Home Furnishing Merchandising, Food Service Management
- Social Work

## ■ Bachelor of Applied Science/Bachelor of Health Science Degrees

Students must earn an associate degree or its equivalent, which is defined as 64 hours, including at least 36 in the major field, e.g., criminal justice, and the appropriate certification (national or state boards and/or completed military training and certification).

Further, students must complete the following Campbell core courses (if not already credited by college transfer within the 64 hours):

| Courses | Credit Hours |
|---|---|
| English 101-102 | 6 |
| History 111-112 | 6 |
| Religion 101-224 | 6 |
| CIS 125 | 3 |
| Science Lab Course | 4 |
| **Total Core Hours** | **25** |

Finally, students must complete at least 27 hours in Campbell upper level courses. These upper level courses may be any 300-400 level courses for which the student meets the prerequisites.

**Major field or related field for BAS and BHS degrees:**

Computer Information Science
History
Literature
Foreign Language
Mathematics
Religion
Psychology
Sociology
Science

**Major field or related field for BAS degree in Business only:**

Accounting
Economics

## ■ Associate of Arts Degree

Campbell University offers Associate degree programs in General Education, Business Administration, Data Processing, Military Studies, and Social Sciences.

A candidate for this degree must have demonstrated evidence of good character, completed 64 semester hours of study with 2.0 average on all work offered for graduation, and must have earned a 2.0 average on 80 percent of all work attempted. This degree requires a minimum of 16 semester hours of study in residence.

All AA degrees require the following general courses:

| **Courses** | **Credit Hours** |
|---|---|
| English 101 and 102 | 6 |
| English Elective | 3 |
| Mathematics Electives | 6 |
| History 111 and 112 | 6 |
| Science | 4 |
| Fine Arts | 3 |
| Religion 101 | 3 |
| Physical Education 185 (2)<br>**plus** any activity course (1) | 3 |
| Electives | 30 plus |
| **Total Semester Hours** | **64** |

## ■ General Academic Regulations

### ■ Graduation and Graduation Ceremonies

Degrees are conferred in August, December, and May; graduation exercises are held once per year in May.

**Please note that the responsibility for meeting the requirements for graduation rests upon the student in *all* cases.**

### Minimum Grade Requirements for Graduation

All candidates must have: (1) an overall "C" average; (2) a "C" average in the major; (3) a "C" average at Campbell.

**Note:** Music majors must have a "C" or better on each music course. Education majors must have a "C" or better on all education courses and an overall minimum grade point average of 2.5 to be considered for teacher certification.

### Classification of Students

The classification of a student depends upon the number of hours and quality points earned and not upon the length of time enrolled in the University. A student is classified:

(1) As a *senior*, upon the completion of 98 semester hours with a 2.0 average on all work attempted.

(2) As a *junior*, upon the completion of 64 semester hours with a 2.0 average on all work attempted.

(3) As a *sophomore*, upon the completion of 24 semester hours with a 2.0 average on all work attempted.

(4) As a *freshman*, if the regular admission requirements have been met.

(5) As a *special student*, if for some approved reason the student is registered for one or more courses but does not meet the admission requirements.

(6) As a *part-time student*, if, with approval, the student is registered for less than 9 hours of credit work. However, to receive full assistance through Campbell's Financial Aid Office, a student must be enrolled for 12 semester hours for undergraduate, and 6 semester hours for graduate students.

### Application for Graduation

The candidate is responsible for applying for graduation at the beginning of the final semester before graduation. Depending on an individual student's progress, this may involve successive applications.

Applications must be on file in the Office of the Registrar before the degree will be awarded. The candidate must satisfy all financial obligations prior to graduation.

### Graduation with Honors

The award of honors at Campbell University is determined in accordance with the following rules:

a. The GPA on all work at Campbell University must equal the stated GPA requirement.

b. All transfer work from accredited institutions must meet or exceed the stated GPA requirement for the awarded honors.

Students who achieve a grade point average of 3.25 will be graduated *cum laude*, 3.50 *magna cum laude*, and 3.75 *summa cum laude*.

To be eligible for honors at graduation, any student must have completed a minimum of 60 semester hours at Campbell in a five-year period immediately preceding graduation.

No student with an "F" grade in the record, whether at Campbell or as a transfer credit, shall be eligible for graduation honors at Campbell; there will be no exceptions.

### Graduation *in Absentia*

All candidates are expected to participate in the graduation ceremony, unless hindered by exceptional circumstances. Requests for award of the degree *in absentia* must be filed with the appropriate dean. To be eligible to participate in the ceremonies, the student must have completed all degree requirements prior to the date of graduation.

## ■ Registration

### Faculty Advisers

Each student will be assigned a faculty adviser who will assist in making academic decisions. Prior to registration each semester, every student must have proposed courses approved by the adviser.

Students interested in pursuing special programs or majoring in government, elementary education, home economics, or music should enter these programs at the earliest possible date, preferably upon registering for their first semester.

Students interested in obtaining a teacher's certificate must consult the School of Education prior to registering for the sophomore year.

### Semester Hour

A semester hour usually represents the credit earned in a class which meets one time a week for a full semester. In a course meeting three times a week, three hours of credit will be earned.

Courses in science, computer information, and home economics carry laboratory requirements. In general, two hours of laboratory time are converted into one hour of credit.

### Courses of Instruction

Courses numbered 100 or 200 are recommended for freshmen; those numbered 200 or 300 are open to sophomores; those numbered 300 to 400 are intended for juniors and seniors. Those numbered 500 are for advanced undergraduate and graduate students. Courses numbered 600 and above are for graduate students only. Credit hours for each course are listed in parentheses after the title.

The University reserves the right to make necessary changes in the class schedule where there is insufficient demand for an announced course or where unexpected personnel changes have occurred.

## ■ Course Credit

### Normal Class Load

During the regular semesters, a normal class load is fifteen to sixteen hours (not including CEP). During the summer sessions and off-campus terms, a normal load is six semester hours each session/term.

Students enrolling in more than eighteen semester hours (not including CEP) during the regular semester or six semester hours during summer sessions and off-campus terms must obtain permission from the appropriate dean or off-campus director and pay the appropriate overload charges.

A full-time boarding student must carry a minimum load of twelve semester hours. Students carrying less than twelve hours will not be eligible for full financial aid.

A full-time student whose enrollment drops below nine semester hours will be subject to suspension from school and removal from the residence hall if appropriate.

### Enrollment at Other Schools

Requests for permission to enroll in courses at other colleges must be approved by the registrar and the appropriate dean in writing prior to enrollment.

Students who do not have an overall “C” average and a “C” average at

Campbell will not receive approval to transfer courses to Campbell.

Furthermore, students who are in their fourth semester at Campbell University or who have completed 64 semester hours may not transfer work from two-year institutions (junior colleges, community colleges, or technical colleges).

Students should understand that they must complete the last 32 semester hours in residence at Campbell, and that work completed at another institution while a student is ineligible to return to Campbell will not be accepted in transfer.

Courses to be applied against the requirements in the major field must meet the approval of the chairman of the department.

A deficit in quality points on courses taken at Campbell must be made up at Campbell.

## Fort Bragg Policies

Main campus students may enroll for courses at the Fort Bragg campus on the following conditions:

1. The requested course will not be available on the Buies Creek campus during the present semester or prior to the expected date of the student's graduation.
2. Approval must be obtained from the adviser, department chairman, discipline department chairman, and registrar.
3. A student may enroll for no more than two courses per semester.
4. The maximum number of hours allowed during any semester and combination of Fort Bragg terms must not exceed 18.5 hours.
5. If a student enrolls for six or more hours on main campus, and three or more hours at any off-campus program during the semester, the student is considered a full-time on-campus student and must pay resident tuition charges.
6. If a student enrolls for six or more hours on main campus, plus any combination of off-campus courses, such that his total enrollment will exceed 12 semester hours during the semester, he will be charged full-time on-campus tuition charges, plus the applicable off-campus tuition charge for all semester hours in excess of 12.

## Directed Independent Study (DIS)

Independent study is any type of study which is conducted under the supervision of an instructor but which is not available as a regularly scheduled course or which is a regularly scheduled course but is not currently available.

Credit hours will be given for each independent study course as listed in the catalog for regularly scheduled classes.

All independent study should be initiated by the student, and a contract submitted prior to the semester for which credit is sought. The student should submit a written request to the faculty adviser during the advisement period and obtain approval before registration.

The student and faculty member will work out the format of each course and will adhere to the standards set by the department.

Departmental standards will include the following:

- No student may take more than one three-semester-hour independent study course per semester; no student shall present more than nine credit hours in independent study toward a major without the approval of the discipline department chairman, adviser, and the dean of the college/school.
- The student's schedule should allow for an average of three hours of work per week per semester hour, including time spent in meeting with the professor.
- A clear written understanding should be established between the student and professor concerning the objectives of the study, procedures, reading, written work, travel, and means of evaluation.
- All students should complete all freshman and sophomore courses by the end of the junior year.

Supervision of independent study will be on a volunteer basis for the professor. No professor will have more than three independent studies at any time. All independent study shall be approved by the faculty adviser, the supervising professor, the discipline department chairman, the appropriate dean, and the registrar.

Veterans enrolled in independent study courses must also be enrolled in 12 semester hours of traditional course work to qualify for veterans' benefits.

Independent study contracts may be obtained in the Office of the Registrar.

## Auditing a Course

A student may audit any course by obtaining the permission of the instructor and the appropriate dean. The requirements for attendance and participation are determined by the instructor.

An auditor receives no credit and no grade, but satisfactorily completed audits are reported to the Registrar's Office and made a matter of permanent record. A student may not audit a course which will be taken later for credit. A course which is audited is considered to be a part of a student's load and is included in the tuition and fee charges.

## Advanced Placement

College credit will be awarded to a student who completes the Advanced

Placement Examination with a score of three or better. Three hours of credit may be awarded for any achievement test completed with a score of 650 or better. No grades will be given in courses for which credit is granted by examination.

Applicants should arrange with the College Entrance Examination Board (CEEB) for the Advanced Placement Test and should request the CEEB to send the results of these examinations to the Dean of Admissions. The decision on the appropriate amount of credit to be awarded will be determined by the department chairman with the approval of the appropriate dean.

## Correspondence Courses

The maximum credit in correspondence courses allowed will be twelve semester hours with not more than six semester hours in the field of the major. The question of determining what is acceptable credit in correspondence courses will be the responsibility of the appropriate dean, the chairman of the department, and the registrar.

## Credit by Examination

Credit may be earned by satisfactorily completing the General Examinations or the Subject Examinations of the College Level Examination Program (CLEP) of the College Entrance Examination Board. A maximum of 64 hours of credit may be earned for scores suggested by the American Council on Education.

Credit for courses in the core curriculum to be earned through CLEP, DANTES, USAFI, APP, CHALLENGE EXAMINATIONS, and other nontraditional methods must be submitted not later than the end of the student's first year of residence at Campbell or any other accredited institution of higher education. A year of residence is defined as 32 semester hours, obtained in any combination of traditional semesters, summer sessions, or off-campus terms.

Credits for the CLEP Subject Examinations will be awarded for scores at or above the average score made by "C" students in the national norms for the Subject Examinations. Applicants who seek credit by examination may obtain further information from the Registrar of the University. No grades will be given for credit earned by nontraditional methods.

## Transfer Students

Students who complete course work in another accredited college or university may apply for admission to Campbell University. Transfer applicants must be eligible, both academically and socially, to return to the institution from which they are transferring. Applicants from accredited institutions normally will be admitted upon the recommendations of the Admissions Committee and the Registrar.

## ■ Grades and Honors

### Grades and Quality Points

The grading scales with the assigned quality points are as follows:

| Grade | Quality of Work | 4-Point Scale |
|---|---|---|
| A | Superior | 4 |
| B | Above Average | 3 |
| C | Average | 2 |
| D | Below Average | 1 |
| F | Failure | 0 |
| IP* | In Progress | 0 |
| I | Incomplete | 0 |
| WF | Failing at time of withdrawal | 0 |
| WP | Passing at time of withdrawal | 0 |
| Au | Audit | 0 |
| P | Passing (Graduate only) | Hours Only |

A grade of I (Incomplete) must be removed by the completion of the work within 30 days after the opening of the next semester; otherwise, it will be recorded as an "F".

The cumulative grade point average is determined by dividing the total quality points earned by the total number of semester hours attempted. Students attempting the same course two or more times will not be charged hours attempted for the second attempt or subsequent attempts.

All grades from all attempts are recorded and remain on the transcript permanently, without exception. **No student with an "F" grade in the record, whether at Campbell or as a transfer credit, shall be eligible for graduation honors at Campbell; there will be no exceptions.** (All attempts are considered when determining financial assistance. Please see the explanation on page 57.)

Courses transferred from non-traditional programs, non-accredited institutions, and foreign programs are not included in the computation of the grade point average.

*Use of this grade requires concurrence of the department chairman.

### Transcripts

The first copy of a student's record is issued upon request without charge. Subsequent copies are $5.00 each. Written requests for additional copies should be made to the Registrar by the student and should be accompanied by a remittance of $5.00 for each copy desired. Checks or money orders should be made payable to Campbell University.

Campbell University complies with the Buckley Amendment with respect to the privacy of student records, i.e., the University will not release student records without the signature of the student.

## Minimum Academic Standards

To be eligible for readmission, students must have met the following cumulative grade point average on all college-level work attempted:

1. Students who have attempted fewer than 48 semester hours must have a quality-point ratio of 1.4.
2. Students who have attempted 48 but fewer than 78 semester hours must have a quality-point ratio of 1.6.
3. Students who have attempted 78 but fewer than 110 semester hours must have a quality-point ratio of 1.8.
4. Students who have attempted 110 but fewer than 130 semester hours must have a quality-point ratio of 1.85.
5. Students who have attempted 130 or more semester hours must have a quality-point ratio of 1.9.

Students not meeting the minimum academic standards will be advised to attend summer school at Campbell to improve their grade point average.

Students of junior standing or less (64 semester hours or less) whose G.P.A. falls below a 1.8 average will be allowed to register for a maximum of 13.5 semester hours.

## Academic Warning

The University Retention Committee convenes in May of each year to review the academic progress of undergraduate students. The Committee issues an "Academic Warning" to any student whose composite grade point average is less than 2.0. A student who fails to show progress toward graduation may receive more than one "Academic Warning" until such time as the quality point deficit is reduced in its entirety. However, a student who has not made sufficient progress during any grading period may be suspended without further "Academic Warnings."

Students who incur quality point deficits of 50 or more are normally declared "academically ineligible" for a minimum of one semester.

Students who have been ruled ineligible for readmission may appeal to the Retention Committee.

To receive financial aid under Federal Title IV Programs, a student must be making "satisfactory progress" toward graduation as defined herein. In addition, all full-time students must complete an average of 9 hours each semester during the first two years and an average of 11 hours during the remainder of the undergraduate study.

## ■ Eligibility Regulations for Student-Athletes

### Freshmen Eligibility

A student-athlete who enrolls as an entering freshman with no previous full-time college attendance shall meet the following academic requirements to be considered a qualifier and thus be eligible for competition, practice and financial aid during the first academic year in residence:

1. A minimum composite score of 700 on the SAT, or a minimum composite score on the ACT of 17. The required SAT or ACT score must be achieved under national testing conditions on a national testing date.
2. Present a minimum cumulative grade point average as specified in the NCAA-established Initial-Eligibility Index in successfully completed core curriculum of at least 13 academic courses, including the following:

| | |
|---|---|
| English | 3 years |
| Mathematics<br>(including algebra and geometry) | 2 years |
| Natural or Physical Science<br>(including at least one laboratory science) | 2 years |
| Social Science | 2 years |
| Additional Courses in English Mathematics or Science | 2 years |
| Additional Academic Courses | 2 years |

### Continuing Eligibility

To be eligible to represent an institution in intercollegiate athletics competition, a student-athlete should maintain satisfactory progress toward a baccalaureate degree as determined by the institution.

1. Satisfactory completion of 24 semester hours since the beginning of the previous fall term or satisfactory completion of semester hours equivalent to an average of at least 12 semester hours for each of the previous academic terms in academic years in which the student-athlete has enrolled in a term.
2. The student-athlete shall earn at least 75 percent of the semester or quarter hours required for satisfactory progress during the regular academic year.
3. A student-athlete who is entering his or her third year of collegiate enrollment shall present a cumulative minimum grade point average that equals 90 percent of the cumulative minimum grade point average required for graduation.

### Transfer Eligibility

A student who transfers to Campbell from any collegiate institution is required to complete one full year of residence before being able to compete in intercollegiate competition, unless the student satisfies applicable transfer requirements or receives an exception or waiver of NCAA transfer legislation.

### Institutional Policies

Campbell University complies with all applicable NCAA eligibility legislation as defined by NCAA Bylaw 14. Legislation is subject to review and change at each annual NCAA Convention. For questions regarding current NCAA legislation, please contact the athletic director.

In addition to the minimum requirements for competition established by the NCAA and the Big South Conference, the following policies are in effect:

1. No student will be allowed to take part in any intercollegiate contest during a semester if he/she registered later than the fifteenth calendar day following the opening date of the semester.
2. No student who is taking less than twelve semester hours of scholastic work shall be permitted to represent the University in any contest or any public performance.
3. Any freshman who desires to participate in intercollegiate athletics during the second term of his attendance must have passed twelve hours of academic work in order to be eligible.
4. No student will be allowed to represent the University in any contest or public performance who has a deficit at the beginning of the semester of more than forty quality points.
5. Anyone who has been placed on social probation will be considered ineligible for representation of the University in any contest or public performance.

## Dean's List

The requirements for the Dean's List are as follows:

1. A minimum class load of 12 semester hours.
2. An average of 3.25 or better on work completed during a semester.
3. No grade below a "C".
4. Not more than one "C" grade.
5. No incomplete grades.
6. No overcuts in classes or the Cultural Enrichment Program (CEP).
7. Not on social probation.
8. No penalty points in effect.

## President's List

The requirements for the President's List are as follows:

1. Be eligible for the Dean's List.
2. Complete at least a second semester of residence at Campbell.
3. Earn a cumulative grade point average of 3.50 on a 4-point scale on all work attempted.

**Note:** The honor lists are prepared at the end of the fall and spring semesters each academic year. In order to be eligible, a student must meet the requirements at the time the lists are prepared.

## Honor Societies

**Epsilon Pi Eta.** The Epsilon Pi Eta society was organized in the fall of 1928 for the purpose of promoting character, leadership, and scholarship. Members must achieve a 3.25 overall GPA for three consecutive semesters prior to selection.

**Phi Eta Sigma.** A chapter of Phi Eta Sigma, freshman honor society, was installed at Campbell on October 28, 1974.

Admission requirements to the society are fifty percent "As" and fifty percent "Bs" for a normal academic load during the first or second semester at Campbell. The society is open to both freshmen men and women.

**Phi Kappa Phi.** A chapter of Phi Kappa Phi was established at Campbell in the fall of 1974. The purpose of Phi Kappa Phi is to emphasize scholarship in all academic fields.

Membership is open to men and women who are in the upper ten percent of the senior class. Graduate and professional students in the upper 10 percent of all graduate and professional students in the institution are also eligible.

**Omicron Delta Kappa.** A circle of Omicron Delta Kappa was organized on the campus of Campbell University in the fall of 1977.

The purpose of Omicron Delta Kappa is to recognize and encourage the achievement of exemplary character and superior quality in leadership in the five major phases of campus life, namely: scholarship (upper 35 percent); athletics; social and religious affairs; publications; and the fine arts. Membership is awarded to men and women students who are juniors and seniors and who meet the specified criteria for eligibility.

**Pi Gamma Mu.** The Campbell University chapter of Pi Gamma Mu was established in the fall of 1984.

Pi Gamma Mu is a society which encourages excellence in the social sciences among undergraduate and graduate students. Membership and leadership in the chapter are shared between faculty and students.

As an honor society, Pi Gamma Mu gives recognition to good scholarship and promotes it consistently through enriching activities, a lectureship program, and student-faculty fellowship.

When a junior, senior, or graduate student has at least 20 hours in the five core areas (history, political science, economics, sociology/anthropology, and international relations), and in some other social science courses such as social psychology, criminal justice, and geography, with a grade average of "B" (85 percent), that person may be invited to join an active chapter of Pi Gamma Mu. In addition, an eligible student should be in the top 35 percent of the class.

**Sigma Tau Delta.** Gamma Chi, local chapter of Sigma Tau Delta, the only national English honor society, was formed in 1987. It recognizes outstanding English students who are in the top 35 percent of their class.

**Who's Who Among Students in American Universities and Colleges.** One of the most prestigious awards the academic community can bestow is selection for Who's Who.

Students selected are evaluated with respect to scholarship ability, participation, and leadership in academic and extracurricular activities, citizenship, service to Campbell University, and their potential for future achievement. Only seniors and graduate students are eligible.

**Premedical/Allied Health Honor Society** is open to students who have an overall 3.0 GPA in all classes and in science. Three semesters of study are required and the students must rank in the upper 35 percent of their class.

**The Presidential Honor Society** has a membership of students who made 1000 or better on the SAT, who have good character, and are in the top 15 percent of their high school class.

## ■ Standards and Expectations

### Class Attendance

University policy regarding attendance is that:

(1) the student is obligated for all required work, written and oral, in each course for which registered, whether the student attends class or not.

(2) no student will receive credit for any course in which he/she fails to attend at least 85 percent of the classes held.

(3) students should understand that the 15 percent absences allowed are designed for, but not limited to, personal and family emergencies, inclement weather conditions, bona fide medical needs, and officially approved representation of the University, such as athletic teams, student congresses, and assessment testing. Students whose absences fall in these categories will be allowed to make up work; it is incumbent upon the student to notify the professor in advance when possible.

(4) that absences for other than the reasons listed above will normally not be "excused" under any circumstances, even though it is understood that they will occur.

(5) professors will keep absence records in all classes. Students who exceed the allowed number of absences will not receive credit for the course involved. Students who do not properly withdraw from a course they intended to drop will be given a WP (withdraw passing) upon certification by the professor that such an action is consistent with his/her records.

(6) professors have the prerogative of making their absence policy more restrictive than that of the University in terms of numbers of absences, but otherwise will honor the letter and spirit of the paragraphs above.

(7) professors will include a clear statement of their absence policy in the syllabus for each course and will announce it in the first two sessions of each semester/session.

### Withdrawal from the University

To withdraw officially from the University during a semester, a student must contact the Dean of Student Life.

After a conference with the dean, the student is given a Withdrawal Card. This card must be completed and returned to the Office of Student Personnel in order to receive an official withdrawal.

### C.E.P. Attendance

The Campbell University Cultural Enrichment Program represents an attempt to facilitate communication within the University, to contribute to the cultural and educational atmosphere of the campus, and to stimulate religious search and commitment.

Attendance requirements for C.E.P. are as follows:

- students entering as freshmen must attend for four semesters
- students entering as sophomores must attend for three semesters
- students entering as juniors must attend for two semesters
- students entering as seniors must attend for one semester
- students who are seeking an Associate degree will attend two semesters of C.E.P.

One-half hour credit is awarded for each semester of C.E.P. attendance. The grade will depend upon the number of absences.

Students must satisfy the C.E.P. requirement to be eligible for graduation.

## Drop-Add

Deadlines are published each semester for dropping and adding courses.

In a regular semester, a course may be dropped without a grade for a period of four weeks. A course may be dropped from the fifth week to the midterm with a WP (withdrew passing) or WF (withdrew failing). All courses dropped after the midterm will be dropped with a WF, except in the case of medical withdrawal from the University.

The time periods listed herein for the regular semester will be applied proportionally to Summer Session and Off-Campus terms to determine the rules for withdrawal in the summer.

Students will not be allowed to drop freshman courses in English, mathematics, or history without the permission of the academic adviser.

Any course dropped **without** the adviser's permission is recorded as an “F”.

## Student Handbook

The Student Handbook is published each year by the student personnel staff. Student activities, campus services, academic regulations and policies, and regulations governing student affairs at Campbell University are stated in the Student Handbook.

Every student is expected to become thoroughly acquainted with the Student Handbook. Students are responsible for complying with the policies and regulations presented in the annual edition of the Student Handbook.

# Ethics and Discipline

## Code of Ethics

•Christian higher education has always been a major concern and integral part of Baptist life in North Carolina. Consequently, over the years, university and church have stood as partners. The University plays an important role in the mission of the church and the mission of the Kingdom of God on earth.

•Campbell University is Christian but not sectarian. Each year, many religious denominations and faiths are represented on the campus. However, it is expected that all those who attend the University will be sympathetic to its stated purposes.

•As a Baptist university, Campbell is committed to teaching students to think with Christian values as their basic guidelines. Accordingly, it is incumbent upon the University to provide its students with a code of honorable behavior that in its observance makes more nearly possible an environment whereby the student can grow spiritually, morally, and intellectually.

•To perpetuate these Christian ideals and principles, it is the responsibility of each student to maintain a high standard of personal behavior. Thus, a student who matriculates at Campbell University should demonstrate a willingness to abide by the following code while a member of the student body.

•The code of Campbell University arises directly out of the institution's statement of purpose.

•The basic principles which guide the development of Christian character and govern Christian behavior are to be found in the Scriptures. Moral law is the gift of God and is fully revealed in the teachings of Jesus Christ.

•The student, by virtue of his enrollment, agrees to abide by the rules and moral precepts which govern the University community. Because of the University's commitment to the Lordship of Christ over every area of life, wholehearted obedience to moral law as set forth in the Old and New Testaments and exemplified in the life of Christ applies to every member of the University community, regardless of position.

•While the Bible does not provide a specific teaching regarding all social practices, its emphasis on general principles is unmistakable, particularly in circumstances where lack of self-restraint would be harmful or offensive to others.

•Out of these general principles come certain concrete expectations which should be viewed not negatively but as practical guidelines for conduct and for a productive way of life:

- To uphold at all times and in all places, both on- and off-campus, the University's statement of purpose.
- To protect the property rights of others from theft, damage, or misuse.
- To adhere to all college policies and regulations, including the rules governing the use of facilities, housing on and off the campus, and campus organizations.
- To obey, respect, and uphold the law of the land.
- To refrain from the possession, use, or distribution of alcoholic beverages and drugs.
- To maintain a standard of dress which insures neatness, cleanliness, and appropriateness of attire.
- To exhibit good taste, decency, and restraint at all times, refraining from disorderly conduct and indecent, profane, or obscene expression.
- To be honest in all behavior, never cheating, plagiarizing, or knowingly giving false information.
- To abstain from any sexual relations outside the bonds of marriage.
- To exemplify high principles of honor, integrity, and morality, and to help others fulfill their obligations under this code.

## ■ University Disciplinary System

The Dean of Student Life is responsible for the administration of the University's disciplinary system.

This responsibility is exercised on behalf of the President of the University and entails the operation of several bodies. They are described below and explained in detail in the Student Government Association Bylaws. The operation of the Traffic Committee is described in detail in the University's Traffic Regulations handbook.

Allegations of misconduct involving graduate students are referred to the appropriate graduate/professional school for resolution.

***The University Conduct Council*** is composed of an elected executive officer, the four undergraduate class presidents, three faculty members, the Residence Life Director, and the Dean of Student Life.

The council hears violations of the Student Code: Standards of Conduct and Residence Hall Rules. The council may penalize students for misconduct by assigning penalty points.

Once assigned, penalty points remain in effect for 365 days. The accumulation of penalty points can lead to social probation (10 points), disciplinary probation (15 points), and suspension (20 points).

***The Abbreviated Conduct Council,*** an extension of the University Conduct Council, is composed of the executive officer of the full council, the Director of Residence Life, and the Dean of Student Life.

It is authorized to hear allegations of Student Code violations which have a maximum penalty point value of not more than twelve points and involve students who have acknowledged their misconduct and who have not previously appeared before the abbreviated council or any other University disciplinary body.

Students who wish to contest allegations or who have previously appeared before the abbreviated council or any other University disciplinary body must appear before the full council.

***The Executive Committee of the Faculty*** is composed exclusively of faculty members including the deans of the Lundy-Fetterman School of Business, the School of Education, and the College of Arts and Sciences.

The committee serves as a hearing board for incidents of misconduct involving violations of federal, state, and local law.

It may also hear violations of institutional policy and incidents requiring a high degree of confidentiality to protect the reputations of the students involved.

Cases of sexual immorality fall into this category.

***The President's Executive Committee*** is composed of the President of the University and his cabinet.

The Committee considers written appeals of decisions made by the University Conduct Council, Abbreviated Conduct Council, and the Executive Committee of the Faculty.

Appeals must be submitted in writing through the Dean of Student Life's office within three school days of the decision being made. The Committee does not hear personal appeals or oral arguments.

***The Honor Council*** is composed of a chairman, vice chairman, administrative officer, ten class representatives, and six faculty members.

The purpose of the Council is to investigate and hear allegations of academic dishonesty. Hearings are conducted before a panel of seven students and three faculty members.

The panel may impose penalties ranging from censure to expulsion. Sanctions of expulsion and suspension are automatically reviewed.

***The Honor Council Review Committee*** is composed of the dean of the College of Arts and Sciences, the dean of the Lundy-Fetterman School of Business, and the dean of the School of Education.

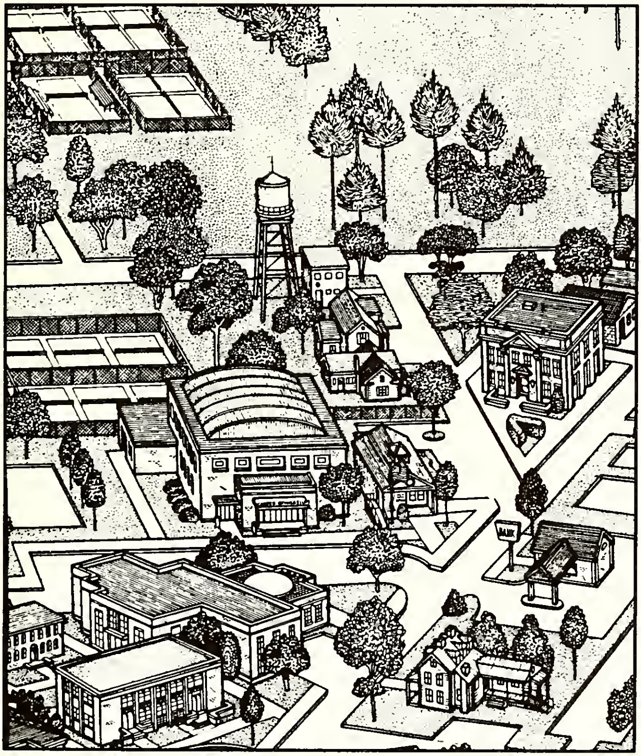
This committee will hear all requests for review and will periodically review all hearings conducted by the Honor Council.

***The Traffic Committee*** is composed of the four undergraduate class presidents, four faculty members, and the Director of Security and Traffic. Its responsibilities include hearing appeals of parking tickets.

Records of disciplinary actions are normally maintained by the Student Life Office until the fourth summer following the last entry. Copies of correspondence announcing the decisions of the above committees (Traffic Committee excepted) are sent to the Registrar's Office for inclusion in the student's permanent record. Students may examine the contents of their files at the Registrar's Office and/or the Student Life Office by appointment.

Campbell University (1993/95)

# CAMPBELL
## UNIVERSITY



# Financial Information

## Tuition and General Fees

Campbell University has consistently worked to keep the cost of a good college education as low as possible without sacrificing the quality of its academic program. At Campbell, a student's tuition and general fees pay for approximately 70 percent of the expense of educating that student. The remaining 30 percent is derived from University endowment earnings, gifts, grants, and miscellaneous revenue. The University reserves the right to change fees and charges with adequate notice. Please note that the prices quoted are for the 1992-1993 school year.

The cost for the 1992-1993 academic year at Campbell University, exclusive of books, is as follows:

| Resident Students: | First Semester | Second Semester | Total |
|---|---|---|---|
| Tuition and Matriculation Fees | 3,815.00 | 3,775.00[3] | 7,590.00 |
| Meals (5-day ticket)[1] | 760.00 | 760.00 | 1,520.00 |
| Room[2] | 535.00 | 535.00 | 1,070.00 |
| Accident Insurance | 42.00 | -0-[4] | 42.00 |
| Student Government Fee | 20.00 | 20.00 | 40.00 |
| | 5,172.00 | 5,090.00 | 10,262.00 |

| Commuting Students: | First Semester | Second Semester | Total |
|---|---|---|---|
| Tuition and Matriculation Fees | 3,815.00 | 3,775.00[3] | 7,590.00 |
| Student Government Fee | 20.00 | 20.00 | 40.00 |
| Accident Insurance | 42.00 | -0- | 42.00 |
| | 3,877.00 | 3,795.00 | 7,672.00 |

[1] For a 7-day ticket, add $50.00 per semester.

[2] Residence halls range in price from $535.00 to $725.00 per semester.

[3] New second semester students will be charged $3815.00.

[4] New second semester students will be charged $30.00.

### Accident Insurance Fee

All students are required to purchase an accident insurance policy. This fee is $42.00 and has blanket coverage up to $1,000. Accident insurance for athletes has blanket coverage up to $3,000.

Hospital illness coverage insurance is optional to the student at a cost of $80.00 each twelve months.

## Health Service

The University does not charge a health service fee. Each student is entitled to clinical services at the University Infirmary, which is open or on call 24 hours a day. There are no costs to students who are confined to one of the beds in the infirmary. Drugs by prescription and x-rays are paid for by the patient.

## Student Government Fee

The Student Government Association fee is established by the student organization and the Board of Trustees. The student government fee is $20.00 per semester. This fee is used to sponsor concerts, lectures, and entertainment for the students.

## Private Room Fee

An additional $200.00 per semester is assessed for private rooms. To the limit of their availability, arrangements for rental of private rooms can be made with the Director of Residence Life.

## Music Fees

- Regular Students
    - One 30-minute lesson per week, 1 hour of credit $95.00
    - Two 30-minute lessons per week, 2 hours of credit $190.00
    - One 30-minute lesson per week, no credit $95.00
- Special Students
    - One 30-minute lesson per week, 1 hour of credit $95.00*
    - Two 30-minute lessons per week, 2 hours of credit $190.00*
    - One 30-minute lesson per week, no credit $150.00
    - *Plus regular hourly fees
- Rental of Musical Instruments $10.00

## Art Fees

- Ceramics $30.00
- Art: The Child, The School $30.00
- Students enrolled for courses in Art other than Art 114, 200, 218, 219, and 221 pay a fee of $30.00 per course to defray the cost of necessary equipment and instructional supplies. Additional charges may be assessed if cost of supplies and breakage exceeds the minimum fee.

## Advance Enrollment Deposit

All freshmen, transfer, and returning students are required to pay a $100.00 advance enrollment deposit. This deposit is due two weeks from the date of acceptance for new and transfer students.

This fee is refundable prior to July 1 if the student requests it in writing to the Admissions Office. Returning students' deposits are due each April 1 and are refundable on or before July 1. This fee is deducted from the semester's total expenses. (NOTE: The refunds for certain students may be different, due to the Higher Education Amendment of 1992 and its subsequent modifications. These changes will be published as they are formulated. Campbell University will comply fully with the Federal law as required.)

## Processing Fee

A processing fee of $15.00 is required with all original applications. This fee is applied against the cost of evaluating applications and is not refundable.

## Other Fees

- Application Fee (new applicants only) $15.00
- Late Registration Fee $25.00
- Change of Schedule (allowed one change without charge) $10.00
- Graduation Fee (Undergraduate) $20.00
- Graduation Fee (Graduate) $25.00
- Data Processing Lab Fee $25.00
- Student Teaching Fee $50.00
- Mass Communication Laboratory Fee (selected courses) $35.00
- Home Economics Laboratory Fee (per course) $10.00
- Liberal Arts Courses for part-time students taking less than nine (9) semester hours (per credit hour) (Undergraduate) $120.00
- Course load above 18.5 semester hours (per credit hour) $120.00
- Private Room $200.00
- Room Key (This fee is refundable.) $25.00
- Dorm Fee (for student activities in the dorm) $3.00
- Science Laboratory Fee (per course, per semester) $25.00*
- Parking Fee (year) for Undergraduates $30.00
- Parking Fee (year) for Graduate Students $10.00
- Transcript Fee (single copy) $5.00
- 5-day meal ticket (per semester) $760.00
- 7-day meal ticket (per semester) $810.00
- Day student meal plan (20 Meals) $90.00

* Additional charges may be assessed if cost of supplies and breakage exceeds the minimum fee.

### Terms of Payment

Unless other arrangements are made with the Director of Financial Management, tuition and matriculation fees must be paid on or before entrance. Since the University cannot defer payment of tuition and matriculation fees, students wishing to finance these necessary charges should do so each semester in advance of registration. The Office of Student Financial Aid offers assistance through various plans. Terms of payment must be approved by the Business Office.

### Refund/Repayment Policy

In the event of withdrawal, tuition and matriculation fees are refundable as follows: 60 percent the first week, 40 percent the second week, and none thereafter. Exceptions to this are made on an individual basis for medical reasons only. In the event of withdrawal, the student pays the cost of the period of attendance for both room and board, plus an additional charge of ten percent (10 percent). No cost for room or board for the fall semester is refundable after November 1. No cost for room or board for the spring semester is refundable after April 1.

No refund on any of these payments will be made to students whose conduct results in suspension or expulsion.

Students with financial obligations to the University will be permitted to take semester examinations, but no statement of work completed will be released by the Registrar until the student has made satisfactory settlement of all charges with the Business Office.

### Summer School Expenses - 1993

| | 5 Weeks | | 10 Weeks | |
|---|---|---|---|---|
| | 3 Hours | 6 Hours | 6 Hours | 12 Hours |
| Tuition and General Fees[1] | 360.00 | 720.00 | 720.00 | 1,440.00 |
| Student Activities Fee | 2.00 | 2.00 | 4.00 | 4.00 |
| Insurance (includes illness) | 16.50 | 16.50 | 33.00 | 33.00 |
| Room and Board[2] | 230.00 | 230.00 | 460.00 | 460.00 |
| | 608.50 | 968.50 | 1,217.00 | 1,937.00 |

[1] The above based on 3-hour courses at $120.00 per semester hour.

[2] Board quoted on a 5-day meal plan. For 7 days, add $35.00 each 5 weeks.

All charges for summer school must be paid for each five-week term in advance or on the date of registration. No refunds for withdrawals will be permitted after the second class meeting. Exceptions to this are made on an individual basis for medical reasons only.

## Linen Service

Linen rental service, which includes two (2) sheets, one (1) pillowcase, four (4) towels, and three (3) washcloths per week on an exchange basis is optional and available to all students on the basis of $55.00 per semester.

A $10.00 refundable advance deposit is required and is returned at the end of each semester after all linens rented have been returned to the Laundry. Students will be charged for lost linens and linens not returned to the Laundry on the basis of the net cost to the University.

## Laundry and Dry-Cleaning Service

This service is optional and is offered on a cash basis, or students may establish credit for the semester by paying a $50.00 deposit in advance. If charges for laundry and dry cleaning exceed the $50.00 deposit, accounts will be billed monthly for the excess of the charges.

## Air Conditioners

Where a personal air conditioner is used, a charge of $40.00 per semester is made to cover the cost of electricity. The University's Physical Plant must be contacted for installation.

## Refrigerator Rental Service

Through the University Laundry, boarding students may rent, by semesters, chest-type refrigerators at a rental fee of $30.00, plus a charge of $25.00 for electricity and a refundable deposit of $10.00 against possible damage.

Renters are liable for the total cost of any damage done to the refrigerators during the rental period.

## University Bookstore

The University Bookstore is operated for the convenience of students. Since it is operated on a cash basis, students should budget approximately $300.00 per semester to purchase necessary books and supplies.

Students are allowed five business days to return books for a refund after the completion of drop-add day.

## Banking Service

First Citizens Bank and Trust Company and Mid-South Bank and Trust Company are within walking distance of the campus for students who desire banking services.

## Infirmary

The Pearson Memorial Infirmary provides medical services to all actively enrolled students of Campbell University. Services provided are of the kind commonly provided by a general practitioner.

The Infirmary holds clinic with the physician's assistant during the hours of 9:00 a.m. - 12:00 noon and 2:00 p.m. - 4:30 p.m., Monday - Friday. A nurse is on duty during the hours of 7:00 a.m. - 11:00 p.m. A nurse is on call during nonoperating Infirmary hours. The on-call nurse is contacted by the Public Safety Office during these hours. The physician's assistant is on call for emergencies after clinic hours.

It should be noted that there is not a fee for evaluation by the physician assistant, supervising physician, or nursing personnel; however, the student will be charged for any laboratory procedures, over-the-counter medicines, and prescription drugs.

Campbell University is affiliated with the Lee-Harnett Mental Health Center, which is located in Buies Creek. This affords students access to a superb staff when this type of professional help is needed. (Students should report to the Infirmary for referral.)

Campbell University is also affiliated with the two area hospitals and five other local physicians whose specialties include, but are not limited to, internal medicine, cardiology, and surgery.

To provide the best possible medical attention for the entire student body, it is recommended that each student keep the following policies in mind:

- Except for "emergency" cases, students needing medical attention should report to the Infirmary during clinic hours (9:00 a.m. - 12:00 noon and 2:00 p.m. - 4:30 p.m.).
- Students should follow the advice or recommendations of the Infirmary personnel. Any student who does not heed the instructions or recommendations of the Infirmary medical personnel does so at his/her own risk, and the University disclaims responsibility for complications that might develop as a result of the student's refusal to heed such advice.
- The Infirmary personnel do not make calls in the residence halls. Should emergencies arise, the nurse on duty at the Infirmary should be notified for further instructions.
- All accidents should be reported to the Infirmary as soon as possible, and no later than thirty (30) days, in order to ensure that the necessary information is obtained for filing with the student's accident insurance.
- Students should report to the Infirmary before seeking outside medical services that are not covered by student insurance. This could prevent huge medical expenses that are the responsibility of student and/or parents.

- Each student under the age of 18 shall be required to have authorization for treatment, signed by the parent or legal guardian. This authorization is included on the medical history form required to be completed and returned before the student enters Campbell University.
- Prescriptions from the student's family physician may be filled or refilled at the Infirmary Pharmacy. The student should report to the prescribing physician for follow-up treatment if indicated.
- All medication, supplies, and x-rays not relating to an accidental injury are charged to the patient's account and are the direct responsibility of the patient or patient's guardian. All charges will be added to the student's account at the end of each month.

## ■ Financial Assistance

Campbell University was founded on three premises:

(1) A student shall not be denied an education because of lack of funds.

(2) A student shall not be denied an education because of plain dress.

(3) A student shall not be denied an education because of lack of preparation.

These time-honored words are as true today as the day Dr. Campbell wrote them. The spirit of these words is as alive as it was in 1887.

The primary purpose of the financial assistance program at Campbell is to provide assistance for those students who could not otherwise acquire a college education.

Campbell provides an extensive financial assistance program for eligible students in the form of scholarships, grants-in-aid, loans, and part-time employment.

In 1991-92, Campbell awarded some type of financial assistance to approximately eighty-nine percent of its students.

Further information about financial assistance, including application forms, may be obtained by writing the Financial Aid Office, Campbell University, Box 36, Buies Creek, North Carolina 27506, or by calling the toll-free number 1-800-334-4111.

To complete applications for need-based financial aid, Campbell accepts The Free Application for Federal Student Aid processed by American College Testing (preferred), College Scholarship Service, PHEAA, or the federal government to determine financial aid eligibility.

These family contributions are computed on income and asset information from the student and parents, as well as family size and number of family members in college. This confidential information is used to determine the amount of assistance offered to our students.

To be considered for financial assistance or scholarships, the student must:

1. Apply to Campbell University. The Campbell University application serves two purposes. The application begins the admissions process and serves as the financial aid data sheet.

2. File a free application for federal student aid and request the results be sent to Campbell University, P.O. Box 36, Buies Creek, N.C. 27506.

3. When the Student Aid Reports (SAR's) are received, send all copies to Campbell University.

4. Be accepted for admission to Campbell University and/or be making satisfactory academic progress.

5. Transfer students must submit Financial Aid Transcripts from each college previously attended.

A new needs analysis form must accompany the request for consideration for aid for each academic year. This should be done as soon after January 1 each year as possible.

A full-time student (minimum 12 hours) will be academically eligible to receive financial assistance under the Federal Title IV programs (Federal Pell Grant Program, Federal Supplemental Educational Opportunity Grant, Federal Family Education Loan Program, Federal Work-Study Program, and Federal Perkins Loan Program) and the North Carolina programs (North Carolina State Student Incentive Grant Program and the North Carolina State Contractual Grant Program for needy North Carolina students) for a maximum of six years if he meets the conditions given below. A student who enrolls for less than full-time will have the amount he/she can receive in financial assistance prorated.

## ■ Financial Aid Policy on Satisfactory Academic Progress

The Higher Education Act of 1965, as amended by Congress in 1980, mandated institutions of higher education to establish minimum standards of "Satisfactory Academic Progress" for students receiving financial aid. Additional legislation recently called for further refinement of this policy effective January 1, 1984.

Campbell University makes these standards applicable to all programs funded by the federal government, including Federal Pell Grant Program, Federal Supplemental Education Opportunity Grant, Federal Family Education

Loan Program, Federal Work-Study Program, and the Federal Perkins Loan Program. These standards are also applicable to the North Carolina State Contractual Scholarship Fund, North Carolina State Student Incentive Grants, and certain University-controlled scholarships based in part upon academic ability.

## Definition of Satisfactory Academic Progress

To receive financial aid under the Federal Title IV Program, a student must be making "Satisfactory Academic Progress" toward graduation. "Satisfactory Academic Progress" for a full-time student (students taking a minimum of 12 semester hours each semester of enrollment) is defined as follows:

| At end of | Yr. 1 | Yr. 2 | Yr. 3 | Yr. 4 | Yr. 5 | Yr. 6 |
|---|---|---|---|---|---|---|
| At end of | 2 sem. | 4 sem. | 6 sem. | 8 sem. | 10 sem. | 12 sem. |
| Min. Hrs. Per Year Completed | 18 hr. | 18 hr. | 22 hr. | 22 hr. | 24 hr. | 24 hr. |
| Cum. Hours Completed | 18 hr. | 36 hr. | 58 hr. | 80 hr. | 104 hr. | 128 hr. |
| Minimum Cum. GPA | 1.39 | 1.4 | 1.6 | 1.8 | 1.9 | 2.0 |

- Part-time students will be evaluated on a prorated basis of hours attempted during each period of enrollment under the same minimum standards as full-time students.
- Students will be allowed to receive financial aid for a maximum of 12 semesters or six years. This is the maximum allowable time for receipt of financial aid regardless of whether the student did or did not receive financial aid during any period of enrollment.
- Students will be allowed to receive financial aid for a maximum of 180 attempted hours. Example: If a student has attempted 174 semester hours, has a 2.0 GPA and has completed 10 semesters, then the student will be allowed to receive financial aid for six semester hours or 1/2 time enrollment. The student may pursue as many hours as he/she desires, but they would be considered 1/2 enrollment in regards to financial aid. No financial aid will be awarded to students who have exceeded 180 attempted hours. (180 hours allows students the necessary additional time which may be required to obtain an additional major and to accommodate transfer students.)
- Students will be permitted to receive financial aid for one year on a probationary basis if so recommended by the Scholarship Committee and if circumstances warrant such action. At the end of a probationary year, students who have not attained the required minimum GPA or do not have the minimum number of hours completed will be placed on financial aid suspension.
- Transfer students will be evaluated at the time of enrollment and if their GPA

or hours completed do not meet the minimum standards, they will be placed on probation for a period not exceeding one year or two semesters. If they do not meet the minimum standards at the end of the one-year period, they will be placed on financial aid suspension.

- Any student who is determined ineligible for financial aid may request a special review at the end of the semester or at the end of either summer session to have his/her aid reinstated for the remainder of the school year. Students must meet the minimum standards set forth above in order to request a special review to have their aid reinstated. Students are personally responsible for requesting a midterm or end-of-summer session review by appealing directly to the Director of Financial Aid; otherwise, only one determination of satisfactory progress will be conducted each academic year.
- Students returning to Campbell University following academic suspension or financial aid suspension must meet the minimum "Satisfactory Academic Progress" standards set forth above before financial aid will be reinstated.
- Cumulative G.P.A. will be rounded when determining eligibility for financial aid.

### Appeal

Students who have been denied financial aid may appeal to the Director of Financial Aid. After consultation with the Director, the student may request a review panel, to consist of the Dean of Admissions/Financial Aid/Veterans' Affairs, Director of Financial Aid, Assistant Director of Financial Aid, and a student chosen by mutual consent of the Director and the student requesting the appeal.

Financial aid may be reinstated by the Director of Financial Aid or by the review panel upon demonstration of mitigating circumstances, which must be documented in writing to the satisfaction of the Director or the panel. Examples of mitigating circumstances and appropriate documentation include, but are not necessarily limited to:

- Illness of the student - statement from a physician stating that illness interfered with opportunity for satisfactory progress.
- Illness of immediate family member - statement from a physician.
- Death of an immediate/close family member - statement from minister, next nearest relative, a concerned adult, or possibly the student.
- Disruptive internal family problems, i.e., separation, divorce, loss of job - statement from parents and/or minister.

### Special Problems and Their Impact on Financial Assistance

- For the purposes of determining financial assistance, repeated courses count as hours attempted each time taken. When successfully completed, they will count as their appropriate credit earned. (For an explanation of the academic policy on repeated courses, please see page 34.)

- Course withdrawal: WF counts as hours attempted, but zero (0) QPs; WPs are not counted as hours attempted.
- Incompletes count as hours attempted but not completed.
- Summer sessions will not be counted as a semester in residence. Summer sessions are an excellent time to make up any deficiency in hours completed or possibly raise a low G.P.A.

### Satisfactory Academic Progress for Graduate Students (M.S., M.BA., M.Ed., Ed.S., Ed.D.)

To receive financial aid under the Federal Title IV Programs, a student must be making "Satisfactory Academic Progress" toward graduation. "Satisfactory Academic Progress," is defined as follows:

- Maintain a cumulative grade point average of 3.0 (B).
- Failure to maintain the above may result in a probationary period not exceeding one year, and suspension at the end of the one-year period if the student has not achieved the above standard.

### Satisfactory Academic Progress for Law School Students

To receive financial aid under the Title IV Programs, a student must be making "Satisfactory Academic Progress" toward graduation. "Satisfactory Academic Progress" is defined as follows:

- Maintain a numerical cumulative grade point average of 70.
- Failure to maintain the above may result in a probationary period not exceeding one year, and suspension at the end of the one-year period if the student has not attained the above standard.

### Satisfactory Academic Progress for Pharmacy Students

To receive financial aid under the Federal Title IV Programs, a student must be making "Satisfactory Academic Progress" toward graduation. "Satisfactory Academic Progress," is defined as follows:

- Maintain a cumulative grade point average of 2.0 (C).
- Failure to maintain the above may result in a probationary period for a period not exceeding one year, and suspension at the end of the one-year period if the student has not achieved the above standard.

## ■ Scholarships

Each year, Campbell University provides assistance to many of its students through various scholarships that are financed through institutional funds as well as privately funded scholarships. Since scholarship assistance often meets only a part of the financial need, we ask scholarship applicants to apply for other financial assistance programs administered by the University.

A student must be enrolled in twelve or more semester hours to receive a scholarship.

## Academic Scholarships

Campbell University has the following academic institutional scholarships available under the following criteria:

***Presidential:*** 1000+ SAT, B+ average, top 10 percent in class standing, recommendation by department chairman, letters of recommendation by associates. (Range $1,700 - $5,000 per year.)

***Presidential Transfer:*** An associate degree or equivalent, superior academic performance on the college level, leadership potential, and 3.5 GPA ($1,500 - $3,000 per year.)

***Scott-Ellis:*** Sufficient academic standing to suggest college success, superior leadership potential as displayed by previous activities. This student must possess the qualities necessary to be an outstanding Campbell student. ($500 - $1,700)

***Scott-Ellis Transfer:*** An Associate of Arts degree or equivalent, superior academic performance on the college level, leadership potential and 3.0 GPA. ($500 - $1,700)

***High School Valedictorians*** who begin their postsecondary education at Campbell University - $300 per year.

***High School Salutatorians*** who begin their postsecondary education at Campbell University - $200 per year.

## Institutional Scholarships

The following scholarships are provided by the University: *

1. Full-time NC Baptist pastors and their spouses serving churches that participate in the Cooperative Program of the NC Baptist State Convention receive the Pastors Tuition Scholarship (tuition is defined as approximately half (1/2) of the total tuition and general fees charged at registration.)

2. Children of full-time NC Baptist Pastors serving churches that participate with the Cooperative Program of the NC Baptist State Convention are guaranteed a grant of $2,000 per year exclusive of any other grants or loans they may receive.

3. Full-time other denominational or out-of-state pastor; spouses of other

*These benefits are effective beginning the Fall 1993 semester denominational or out-of-state pastors; and children of other denominational churches or out-of-state pastors are guaranteed a minimum of $2,000 in total financial assistance per year excluding loans. The student must apply for all available financial aid, not including loans, which will be applied to cost of tuition and matriculation before university benefits apply.

4. Children from children's homes - $200 per year.
5. Children of ordained NC Baptist State Convention employees and children of Southern Baptist missionaries - (amount is the same as #2).
6. Children of Baptist-employed Directors of Missions affiliated with the NC Baptist State Convention - (amount is the same as #2).
7. Royal Ambassador and Acteen Scholarship - ($200 - $400).
8. Students taking a minimum of 3 hours in religion related courses each semester and meeting the criteria as established by the Religion or Music department heads - $500 per semester as qualifies.
9. Other institutional scholarships are available in the areas of athletics, music, math, foreign language, trust, etc. For further information contact each individual department head.

### Endowed Scholarships

Campbell is most grateful for the financial assistance made available to its students each year through its endowed programs established by its many supporters.

Academic major, financial status of family, academic achievement, character, and geographical area of applicant are often factors that must be considered in the selection of scholarship recipients.

The number and amount of these scholarships each year is dependent upon the number of returning recipients and earnings available from the invested principals. Details concerning procedures for application for an endowed scholarship may be obtained from the Financial Aid Office.

## ■ Federal Grants and Loans

### Federal Pell Grant Program

As of this writing, students who have a sufficient financial need may be eligible for this grant up to a maximum of $2,300 annually. The Federal Pell Grant processor sends the student a set of Student Aid Reports (SAR's). All copies of the SAR's should be forwarded to the Campbell University Financial Aid Office upon receipt.

## Federal Supplemental Educational Opportunity Grants

A limited number of supplemental educational opportunity grants are available to students attending Campbell University. Funds for the grants are provided by the federal government. Grants under this program can be awarded to students who: (1) are nationals of the United States; (2) have been accepted for enrollment as half-time or better students; (3) show evidence of making satisfactory academic progress in terms of financial aid; (4) demonstrate an exceptional financial need, with priority awards being made to Federal Pell Grant recipients. Grants under this program vary from $100 to a maximum of $4,000 per year depending upon funds available and the number of eligible recipients.

## Federal Work-Study Program

The Federal Work-Study Program (FWS) enables those students who are eligible to have an opportunity to work and earn part of the money necessary to meet their educational expenses. It is an "hours worked, hours paid" type of program. The student approved for FWS is compensated on a monthly basis for the hours that he/she worked during the month. The FWS award is not deducted from a student's educational charges at the beginning of the semester. Students work in almost all areas of the campus - library, food services, physical plant, dormitories, academic departments, administrative offices, athletics, etc. Student workers are encouraged to arrange work schedules to allow adequate time for their studies. A student's FWS award depends on "need" along with the amount of funds available for FWS.

## Federal Perkins Loan Program

The Federal Perkins Loan Program is a program of borrowing based upon need, which enables a student to borrow an annual loan limit of up to $3,000 per academic year with a maximum of $15,000 as an undergraduate. The amount received annually depends on individual need and funds available. These loans are noninterest-bearing while a student is enrolled at least half-time or better.

## Federal Family Education Loan Programs

## Federal Stafford Loan Program

Federal Stafford Loan Program obtaining a low-interest loan, based on need, enables a student to borrow to help meet educational costs.

Under the Federal Stafford Loan Program, a student classified as a freshman may borrow a maximum of $2,625; sophomore, $3,500; junior and senior, $5,500, effective for loan disbursed on or after July 1, 1993 per calendar year with a total aggregate loan limit for undergraduate studies of $23,000.

Repayment and interest begins six months after the student graduates, withdraws from school, or drops below half-time enrollment.

The Federal Stafford Loan with first disbursements made on or after October 1, 1992 will have a variable rate of interest adjusted annually on July 1, based on last 91-day Treasury Bill auctioned prior to June 1, plus 3.1%, not to exceed 9 percent.

Graduate and professional students may borrow $8,500 per year, effective for loan periods on or after October 1, 1993 with a total aggregate loan limit of $65,500 for both undergraduate and graduate study.

### Federal Unsubsidized Stafford Loan Program

Under this loan program, all students regardless of family income will be able to obtain a student loan.

Interest rates and loan limits are the same as the Federal Stafford Loan Program. Interest payments will begin on the day the loan is disbursed with principal payments beginning six months after the student ceases to be enrolled at least half-time.

The borrower may borrow both a Federal Subsidized and a Federal Unsubsidized Loan not to exceed annual loan limits with the combination.

### Federal PLUS Loan Program

This is a loan program for parents. Annual loan limits have increased from $4,000 per year to the cost of education minus other aid per dependent in an institution of higher learning. Interest rate on the loan is variable (based on 52-week Treasury Bills auctioned prior to June 1, plus 3.1 percent) capped at 10 percent.

Note: origination fee of 5 percent is deducted from the loan proceeds with checks made co-payable to parents and the institution.

### Federal Supplemental Loans for Students

This an additional loan program for independent students and students whose parents have been denied the Federal PLUS Loan Program.

During the first two years of undergraduate study students may borrow $4,000 per year, remaining undergraduate studies $5,000. Graduate level students may borrow $10,000 per year. Maximum loan limits for undergraduate students is $23,000; graduates students $73,000 (including SLS loans on the undergraduate level).

Interest rate is a variable rate based on 52-week Treasury Bill auctioned prior to June 1, plus 3.1 percent capped at 11 percent.

Interest accrues and shall be paid (or capitalized) at the time of disbursement of the loan.

Repayment begins 30 days after a student ceases to be enrolled at least halftime.

### Veterans' Administration Requirements

In addition to all other institutional policies and regulations, students who receive education benefits from the Veterans' Administration must comply with the policies of the Veterans' Administration and the State Approving Agency for the training and education of students receiving VA education benefits. These policies include the following requirements:

- The student must be fully matriculated prior to certification to the Veterans' Administration as eligible to receive benefits.
- A student will receive full-time benefits for 12 semester hours or more of work attempted, three-fourths time benefits for 9-11.5 semester hours of work, one-half time benefits for 6-8 semester hours of work, and reimbursement for tuition and fees for 1-5 semester hours of work. This schedule is applicable only to the standard semester generally used by the University. Summer school, adult evening programs, and other undergraduate campus sites with different academic calendars will be computed on an individual basis.
- Only courses required to complete the appropriate curriculum or remaining elective courses in the individual's curriculum may be counted in qualifying for VA education benefits.
- A student may repeat a course and receive VA education benefits if an "F" grade was received, but not for a course for which a grade of "D" or better was received.
- Campbell University awards credit for Continuing Education units.

It is the individual student's responsibility to advise the Veterans' Affairs Office of the University at the beginning of each semester or term of the courses for which the student has registered. In addition, it is the student's responsibility to advise the Veterans' Affairs Office of any change in the student's status, such as dropping or adding courses or withdrawal from the school after a semester or term has started.

If a student does not make "Satisfactory Progress" as defined in the University's Financial Aid or Admissions requirements in this bulletin, VA education benefits will be terminated concurrently with the cancellation of Federal Title IV financial assistance.

### Army ROTC Scholarship and Funds

The Army ROTC Scholarship program is designed to offer financial assistance to outstanding young men and women motivated toward an Army career.

Each scholarship provides free tuition, textbooks, and laboratory fees in addition to a subsistence allowance of $100.00 per month for ten months of each scholarship year.

Four, three, two, and one-year scholarships are awarded on a competitive basis. Four-year scholarship applications are accepted from September 1 through December 31 for the academic year beginning the next fall.

Four-year scholarship applications may be obtained by writing Army ROTC, Fort Monroe, Virginia 23351.

Information concerning three, two, and one-year scholarships may be obtained by writing to or visiting the Professor of Military Science, Campbell University, Box 307, Buies Creek, North Carolina 27506.

All advanced ROTC students (junior and senior) without scholarship receive $100.00 per month allowance during ten months of each year.

Campbell University will provide an additional scholarship to all Army ROTC Scholarship winners to cover the cost of room and board for every year the Army ROTC Scholarship is in effect.

## ■ State Grants and Loans

### North Carolina Legislative Tuition Grant

All full-time students enrolled in twelve (12) or more hours who are legal North Carolina residents and have not previously received a baccalaureate degree are eligible to receive a minimum grant of $575.00 (subject to funding levels by the State of North Carolina) each semester from the North Carolina Legislative Tuition Grant upon completion of the application and being notified by the Financial Assistance Office. These grants are made possible by appropriations from the North Carolina State Legislature.

### North Carolina State Contractual Grants

These grants are available for residents of the state of North Carolina who have financial need. Recipients are determined by the Financial Assistance Office. These grants are made possible by appropriations from the North Carolina State Legislature.

### North Carolina Student Incentive Grant

The legislature of North Carolina has appropriated funds to establish grants to North Carolina residents who have financial need. The North Carolina funds match federal funds.

To be considered for NCSIG, a student must apply through the needs analysis process prior to March 15. Funding for this grant is based upon federal and state appropriations.

### North Carolina Prospective Teachers Scholarship Loan

This loan fund was established by an act of the legislature of North Carolina in 1957 for capable students who are preparing to teach in the public schools of North Carolina.

Awards for the program will be made in the amount of $2,000 per academic year and are limited to undergraduate study. The two hundred awards are based on academic merit and are distributed among all congressional districts. If students maintain a "C" average on their studies, they can participate in the program for the entire four years of undergraduate study.

One annual loan is automatically cancelled for each year the student teaches in an accredited public school in North Carolina. If the student does not teach in North Carolina, the loan must be repaid. Students may contact the North Carolina Department of Public Instruction in Raleigh, North Carolina to obtain information about this program.

### Vocational Rehabilitation

Students who are residents of North Carolina and have physical or emotional disabilities should contact the State Rehabilitation Commission for assistance.

## ■ Payment Plans as a Form of Assistance

Campbell University understands that cash flow or other problems make new and enlightened forms of payment a necessity. With this thought in mind, Campbell has developed the following techniques to assist families in paying for their son's or daughter's education while at Campbell.

### Regular Payment Plan

Payment is due prior to the beginning of each semester; annual costs are paid in two equal installments. Approximately sixty days prior to due date, families will be sent a statement of charges from which they can compute their cost.

### Multiple Payment Plan

This plan allows a family to make up to nine monthly installments to pay for the yearly cost of room and board. This plan is applicable to all undergraduates and can be used with either the traditional payment or with the financial assistance package. Interest will be charged at the rate of 1 percent per month on past-due accounts.

## Academic Management Services, Incorporated

Academic Management Services, Incorporated, offers a low-cost, flexible system for paying educational expenses out of current income through regularly scheduled payments over a period of ten months.

Academic Management Services, Inc., Vision Blvd., Post Office Box 14608, East Providence, Rhode Island 02914 (phone 1-800-635-0120) will provide full details.

## The Tuition Plan, Incorporated

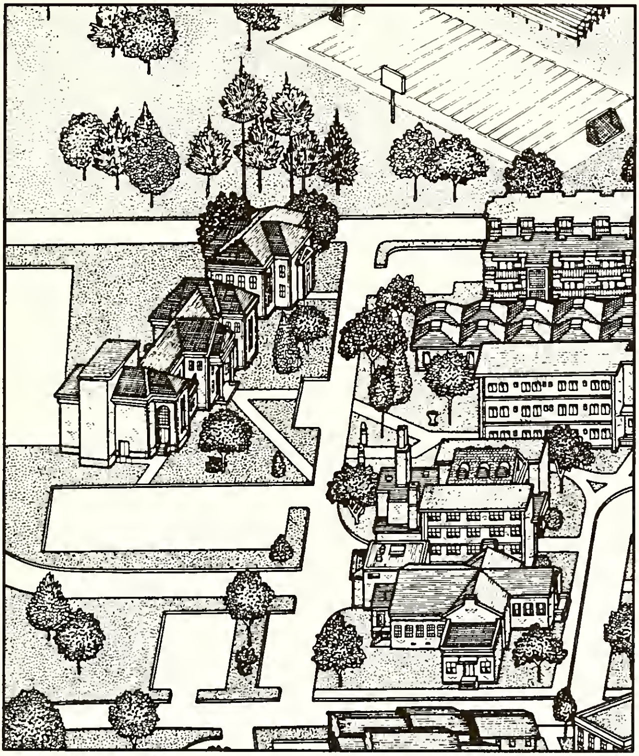
The Tuition Plan, Incorporated, offers parents the opportunity to arrange tuition payments which extend payments beyond forty-eight months and ninety-six months.

The Tuition Plan, Incorporated, Concord, New Hampshire 03301 (phone 1-800-258-3640) will provide full details.

## Knight Payment Plans

The Knight Insurance Agency, 855 Boylston Street, Boston, Massachusetts 02116, provides numerous payment plans for parents to fund their children's education. The Knight Agency will contact all accepted freshmen with details and particulars regarding the plan.

# CAMPBELL
## UNIVERSITY



# Academic
# Majors & Courses

## ■ College of Arts and Sciences

**Dean: Dr. Walter S. Barge**

The undergraduate college is the custodian of the liberal arts core curriculum. It is this general, integrated, and inter-disciplinary education which is the hallmark of the liberal arts. It has its origins in medieval European universities, with an honorable and lasting place in the history of education in Western civilization. Every student who enrolls at Campbell University will spend at least two years taking courses in the General College Curriculum.

The central thread in the history of Campbell University is the development of the College and its curriculum. Founded in 1887 as an academy, the institution has experienced no interruption in the work of its faculty. Until 1925, it was Buies Creek Academy; from then until 1963, it was a well-respected junior college. Beginning with the class of 1963, Campbell College became a four-year senior institution; then, in 1979, with the graduation of the first class from the Norman Adrian Wiggins School of Law, Campbell became a university. Even so, Campbell College remains a four-year "college within a university." Its graduates span the globe, serving in a variety of endeavors.

The purpose of the University is derived from that of the College; succinctly stated, it is to educate and encourage its students of all ages to think, live, and serve others in a forthright, Christian way. The College is accredited by the Southern Association of Colleges and Schools as a part of Campbell University.

### Majors, Minors, and Pre-Professional Programs

Each Campbell College student is required to declare a major by the beginning of the junior year, but has the option not to select a minor field of study. Pre-professional programs include pre-law, pre-pharmacy, pre-medical/dental, and pre-seminary, as well as a pre-engineering program approved by North Carolina State University. Class sizes vary from eighty in science lectures to twenty-four in science labs to thirty-five in humanities lectures to twenty-five in freshman English to less than fifteen in senior humanities seminars.

### Faculty of the College

Along with its students, the College's greatest asset is its faculty. Some of the senior members have served the school for four decades; they impart not only academic knowledge, but wisdom to their students and institutional memory to their colleagues. Nearly seventy percent of the faculty have the highest available degree in their teaching discipline; that percentage is growing as the former junior college faculty retire.

## ■ Art

**Assistant Professors: Mr. Smith, Mr. Tysor**
**Adjunct Instructor: Mrs. Jung**

### The Art Curriculum

The Department of Art offers a Bachelor of Arts degree with majors in studio art, graphic design and exhibit design. Minors in studio art and graphic design are also offered.

### Requirements for a Major in Studio Art (CIP 50.0701)

In addition to the General College Curriculum requirements, students pursuing a major in art must complete 46 semester hours in art, including the core art curriculum: Art 101 Design I, 102 Design II, 131 Introduction to Art, 201 Drawing I, 202 Painting I, 213 Sculpture I, 231 Art History I, 232 Art History II, 465 Internship and 461 Senior Exhibit.

In addition to the core art curriculum, the student must complete at least eighteen semester hours in electives from among the following: Art 204 Printmaking I, 205 Layout/Illustration, 206 Commercial Design, 211 Pottery I, 301 Drawing II, 302 Painting II, 304 Printmaking II, 311 Pottery II, 313 Sculpture II, 401 Advanced Drawing, 402 Advanced Painting, 404 Advanced Printmaking, 411 Advanced Pottery, 413 Advanced Sculpture, 441 Independent Studio, 442 Independent Studio, Comm 214 Introduction to Photography.

### Requirements for a Major in Graphic Design (CIP 50.0402)

In addition to the General College Curriculum requirements, students pursuing a major in graphic design must complete Art 101 Design I, 102 Design II, 131 Intro to Art, 201 Drawing I, 301 Drawing II, 202 Painting I, 231 Art History I, 232 Art History II, 206 Commercial Design I, 207 Commercial Design II, 208 Commercial Design III, Comm 214 Intro to Photography, Cadv 320 Creative Advertising, Comm 357 Desktop Publishing, Art 465 Internship.

### Requirements for a Major in Exhibit Design (CIP 50.0404)

In addition to the General College Curriculum requirements, students pursuing a major in exhibit design must complete Art 131 Introduction to Art, 101 Design I, 102 Design II, 201 Drawing I, 202 Painting I, 205 Layout/Illustration, 210 Exhibit Design I, 213 Sculpture I, 231 Art History I, 232 Art History II, 465 Internship, Comm 214 Introduction to Photography, Heco 199 Architectural Drawing; Drama 221 Stagecraft.

## Requirements for a Minor in Studio Art

Students pursuing a minor in studio art must complete Art 101 Design I, 102 Design II, 131 Introduction to Art, Drawing I, 202 Painting I, 211 Pottery I or 213 Sculpture I.

## Requirements for a Minor in Graphic Design

Students pursuing a major in studio art must complete Art 101 Design I, 131 Introduction to Art, 201 Drawing I, 205 Layout/Illustration, 206 Commercial Design, Comm 214 Introduction to Photography.

## Art Course Listing (ART 000)

### 101 Design 1 (3)

A basic study of the elements and principles of two-dimensional design, using a variety of media. This course gives the art major and non-art major alike an introduction to the concepts and techniques involved in two-dimensional design. Six studio hours per week; three credit hours.

### 102 Design II (3)

A basic study of the elements and principles of three-dimensional design, using a variety of media. This course gives the art major and non-art major alike an introduction to the concepts and techniques involved in three-dimensional design. Six studio hours per week; three credit hours.

### 131 Introduction to Art (3)

An introduction to the study of visual art, approaching art through learning experiences such as art criticism, the styles, the structures, and the interaction of meaning and mediums. This course is appropriate for non-art majors and art majors. Three lecture hours per week.

### 201 Drawing I (3)

An introduction to various media, techniques, and styles of drawing with emphasis on line, shape, value, and texture. Studies and final projects include still-life, landscape, perspective, figure, portrait, and animal. Six studio hours per week; three credit hours.

### 202 Painting I (3)

An introduction to various oil techniques: canvas and canvas construction and studio painting from still life, landscape, model, and design. Six studio hours per week; three credit hours.

**205 Printmaking I (3)**

An introduction to the printmaking processes of calligraphy, woodblock, and intaglio. Preparation of blocks and plates and techniques for printing each. Various subject matter. Six studio hours per week; three credit hours.

**205 Layout/Illustration (3)**

An introduction to basic layout and illustration techniques and procedures covering beginning layout, typography, amberlith and rubylith film, ink techniques, and preparation of work ready for the printer. Six studio hours per week; three credit hours. Prerequisite: Must be an art major or mass communication major. No exceptions.

**206 Commercial Design I (3)**

A course providing the student with in-depth projects preparing art-work for commercial printing. Lettering, inking techniques, and one and two color layouts will be covered. Six studio hours for week; three credit hours. Prerequisite: Must be a Studio Art, Graphic Design, Exhibit Design, or Mass Communication major. No exceptions are possible.

**207 Commercial Design II (3)**

A course investigating various problems in the preparation of one, two, and three color flat mechanicals for commercial printing. Projects include work with typography, films, inking techniques, and illustration techniques. Six studio hours per week; three credit hours. Prerequisite: Must be a Graphic Design or Exhibit Design major.

**208 Commercial Design III (3)**

A course focusing on developing additional illustrational skills and portfolio preparation. Additional multi-color mechanical problems will be included. Six studio hours per week; three credit hours. Prerequisite: Must be a Graphic Design or Exhibit Design major.

**210 Exhibit Design I (3)**

A course teaching the fundamental principles of exhibit design.

**211 Pottery I (3)**

An introduction to basic handbuilding techniques, with projects stressing design, creativity, and craftsmanship; firing and glazing of pieces to completion. Six studio hours per week; three credit hours.

**213 Sculpture I (3)**

A course which deals with three-dimensional elements in art such as mass, form, texture, and space, utilizing various materials such as paper, clay, plaster, and found materials. Six studio hours per week; three credit hours.

**231 Art History I: Ancient to Renaissance (3)**

A chronological exploration of painting, sculptures, and architecture from prehistoric time through the sixteenth century, investigating styles, periods, and artists as they relate to time and place, culture and history. Three lecture hours per week; three credit hours.

**232 Art History II: Baroque to Modern (3)**

A chronological exploration of painting, sculpture, and architecture from the seventeenth century to the twentieth century, investigating styles, periods, and artists as they relate to time and place, culture and history. Three lecture hours per week; three credit hours.

**301 Drawing II (3)**

Continuation of Drawing I with emphasis on more advanced drawing problems and media. Six studio hours per week; three credit hours. Prerequisite: Art 201.

**302 Painting II (3)**

Continuation of Painting I with emphasis on advanced painting problems. Focus on exploration of various composition styles and development of a personal painting technique in oil. Six studio hours per week; three credit hours. Prerequisite: Art 202.

**304 Printmaking II (3)**

Introduction to the silkscreen and serigraph processes using paper and fabric, films, resists, and various inking techniques. Six studio hours per week; three credit hours.

**311 Pottery II (3)**

An introduction to throwing on the wheel, with some further work on handbuilt forms. Continued work in glazing, firing of kilns, and studio management. Six studio hours per week; three credit hours. Prerequisite: Art 211.

**313 Sculpture II (3)**

A continuation of Sculpture I, with emphasis on more complex concepts and problems in a variety of sculptural materials, including carving of wood and cast stone. Six studio hours per week; three credit hours. Prerequisite: Art 213.

**321 Art for the Elementary School (3)**

Theory and techniques in elementary art education. Emphasis on developmental stages of children, processes, developing creative expression, materials, and curriculum planning. Six studio hours per week; three credit hours. Prerequisite: must be an Education major or have permission of the instructor.

**401 Advanced Drawing (3)**

Individual study in drawing with focus on pursuit of style and expression. Six hours per week; three credit hours. Prerequisite: Art 203 and/or Art 302.

**402 Advanced Painting (3)**

Individual study in either oil or watercolor painting with focus on the pursuit of style and expression. Six studio hours per week; three credit hours. Prerequisites: Art 203 and/or Art 302.

**404 Advanced Printmaking (3)**

In-depth exploration of one printing process. Six studio hours per week; three credit hours. Prerequisite: Art 204 or Art 304.

**411 Advanced Pottery (3)**

A continuation of work on both hand-built forms and wheel-thrown forms, glazing, firing, and studio management. Six studio hours per week; three credit hours. Prerequisite: Art 311.

**413 Advanced Sculpture (3)**

A continuation of working with various sculptural concepts and materials; introduction of more complex media and techniques, such as mold-construction, plaster-casting, stone carving, etc. Six studio hours per week; three credit hours. Prerequisite: Art 313.

**441 Independent Studio (3)**

Independent studio work geared to each individual. The student is responsible for writing a contract, researching, and producing work in a selected area of art. Equivalent of six studio hours per week; three credit hours. Prerequisite: consent of instructor, department chairman, and dean.

**442 Independent Studio (1 or 2)**

Independent studio work designed for each individual student. The student is responsible for writing a contract, researching, and producing work in appropriate area of art. One to two credit hours offered as a flexible option for student's needs. Equivalent of two (one credit hour) or four (two credit hours) studio hours per week. Prerequisite: consent of instructor, department chairman, and dean.

**461 Senior Exhibit (1)**

A final semester student is responsible for presentation, exhibition, and production of slides of a cohesive body of work in his/her area of concentration. Subject to final approval of instructor(s).

**465 Internship (3)**

A course usually taken during a student's third or fourth year. The student will be responsible for finding an appropriate agency. The student will work for the agency for a minimum of 120 hours performing tasks related to his or her major. The student will have an on-site supervisor during the internship. Prerequisite: Must be a Studio Art, Graphic Design, or Exhibit Design major.

## ■ Biological Sciences

**Professor: Dr. Beard**
**Associate Professor: Dr. Everhart (Chairman)**
**Assistant Professors: Dr. Grizzle, Dr. Hammond, Dr. Weaver, Mrs. Williams**

### Biology and the General College Curriculum

Students may use biology courses to fulfill four to eight semester hours of the general college science requirement. (See General College Curriculum requirements for details.)

### Requirements for a Major in Biology (CIP 26.0101)

A major in biology may be obtained within a general curriculum or one which follows specific guidelines for medical-technology, teacher certification, or preprofessional (preparation for graduate or professional schools) studies. The student majoring in biology must complete a minimum of 30 hours in biology numbered above 200, and these must include credit for Biol 202, 203, 205, 327, 342, 437, and 451 or 452. Students are encouraged to complete more than the minimum number of hours in biology.

Ancillary requirements include Math 112 (or 122) and 160; Chem 111, 113, and 227; and Phys 221-222 or 251-252. Chem 228 is an additional requirement in the pre-professional curriculum.

### Requirements for a Major in Medical Technology (CIP 51.1005)

A candidate for the degree in medical technology must satisfactorily complete the three-year program prescribed by the department, and an additional year at an affiliated hospital. Upon successful completion of the four-year program, the candidate is awarded the degree from Campbell University. Certification follows after satisfactory completion of an examination administered by the Registry of Medical Technologists. Prospective students should be aware of the limited number of spaces available in the clinical portion of training for medical technology candidates. Above-average grades in the sciences have become a prerequisite for gaining admission to the schools of medical technology.

### Requirements for a Minor in Biology

Students wishing to minor in biology may do so by completing Biol 111 and an additional sixteen semester hours in biology courses numbered at the 200-level or above.

## Requirements for Teacher Certification (CIP 13.1322)

In addition to the requirements for the major, students seeking secondary teacher certification in biology must also complete Psyc 222; Educ 221, 341, 431, 432, 441, 452, 453, 454, and 458; and Sied 453.

## Requirements for a Major in Biology with the Affiliation Agreement in Physician Assistant (CIP 51.0807)

A Candidate for the degree in Biology with Physician Assistant certification must satisfactorily complete the three-year program prescribed by the department, and an additional two years at the Bowman Gray School of Medicine's Physician Assistant program. Upon successful completion of the first year of the Physician Assistant program, the candidate is awarded the degree from Campbell University. Upon successful completion of the Bowman Gray Physician Assistant program, each graduate is awarded a Physician Assistant Training Certificate. The National Commission on Certification of Physician Assistants annually administers the National Certifying Examination for Primary Care Physician Assistants. Graduates of this affiliation program are eligible to sit for this examination.

## Biological Sciences Course Listing (BIOL 000)

### 111 Basic Biology (4)

An introduction to biological chemistry, cell biology, energy relationships, reproduction and development, genetics, evolution, and ecology. Three lecture and three laboratory hours each week. Offered every semester. **Prerequisite to all biology courses except SIED 118.**

### 112 Human Biology (4)

A study of man from the standpoint of body structure and function, cultural development, and biological relationships. Three lecture and three laboratory hours each week. Spring semester.

### 202 Botany (4)

A first-level study of plant biology, concentrating upon flowering plants, and proceeding to a survey of diversity and relationships among plants, fungi, and bacteria, with emphasis on their roles in the biological economy. Three lecture and three laboratory hours each week. Spring semester.

### 203 Zoology (4)

The biology of the major groups of animals, with emphasis on general structural plans and diversity, ecology, reproduction, and evolution. Three lecture and three laboratory hours each week. Fall semester.

**205 Introduction to Biological Research (2)**

Designed to give the beginning biology major an introduction to literature resources, topic selection, use of statistics, scientific logic, and the oral and written presentation of results. Two lecture hours each week. Spring semester.

**215 Plants for Pleasure and Profit (4)**

A general course in horticultural practices designed for the practical utilization of plants of all kinds for personal benefit and pleasure. Three lecture and three laboratory hours each week. Fall semester of even-numbered years.

**221 Human Anatomy and Physiology (4)**

A detailed study of the structure and function of the major organ systems in man. Continuity is maintained by emphasizing regulation and integration of these systems. Three lecture and three laboratory hours each week. Spring semester.

**224 Vertebrate Natural History (4)**

Identification, classification, and life histories of common vertebrate animals of North Carolina. Study of these animals in their natural habitats is emphasized. Three lecture and three laboratory hours each week. Spring semester of even-numbered years.

**226 Ornithology (4)**

Identification, classification, evolution, behavior, and life histories of birds. Study of birds in their natural habitats is emphasized. Three lecture and three laboratory hours each week. Spring semester of odd-numbered years.

**241 Field Botany (4)**

The collection, identification, and biology of vascular plants, with particular attention to their role in the natural economy. Three lecture and three laboratory hours each week. Fall semester of odd-numbered years.

**301 Cytology/Histology (4)**

This course is mainly concerned with the eukaryotic cell and how it functions at a molecular level. Attention will also be given to the way in which eukaryotic cells cooperate and specialize when forming multicellular organisms. This course is primarily designed for biology majors and pre-professional, pharmacy, medical and veterinary students. Prerequisites: Chem 113 and Chem 227. Three lecture and three laboratory hours each week. Spring semester.

**305 Animal Nutrition (4)**

Designed to acquaint students with all aspects of animal nutrition, including digestive physiology, feed analysis, and the specific nutritional needs of a variety of animals. Three lecture and three laboratory hours each week.

**320 Developmental Anatomy (4)**

An integrated approach to the study of comparative vertebrate anatomy and embryology. Three lecture and three laboratory hours each week. Fall semester. Prerequisite: Biol 203.

**327 Ecology (4)**

A study of the interactions which determine the distribution and abundance of organisms. Three lecture and three laboratory hours each week. Fall semester. Prerequisites: Biol 111, 202, 203, and 205.

**334 Microbiology and Immunology (4)**

An elementary treatment of microorganisms, primarily bacteria. Special emphasis is given to study techniques and the roles of these organisms in ecology, health, and disease. Three lecture and three laboratory hours each week. Fall semester. Prerequisite: Chem 113 required; Chem 227-228, Organic Chemistry, recommended.

**342 Genetics (4)**

Principles of Mendelian heredity, linkage, mutation, population genetics, and gene action with an introduction to biotechnology. Three lecture and three laboratory hours each week. Spring semester. Prerequisites: Chem 113 and eight hours of biology.

**430 Biochemistry (5)**

Chemical and physical properties/functions of cells; structures and interactions of biomolecules; methods of study. Five lecture hours each week. Fall semester. Prerequisites: Chem. 227 and 228 plus department chairman's approval.

**437 Animal Physiology (4)**

The comparative study of physiological processes in different animals through an organ-system approach. Three lecture and three laboratory hours each week. Spring semester. Prerequisites: Biol 203 and Chem 113.

**447-448 Biology Thesis (2-2)**

The investigation of a problem for two semesters of the senior year, the results of which are reported in thesis form. Credit for 447 is deferred until completion of 448.

**451-452 Seminar (1, 1)**

Individual reports and group discussions of the results of student field, laboratory, and/or library research on selected topics in biology. May be repeated for a maximum of three semester hours. Fall, spring semesters. Prerequisite: Biol 205, junior or senior standing.

**460 Special Topics (1-4)**

Investigation of an important aspect of modern biology under the supervision of an instructor; organized, formal lectures and discussions.

**Courses numbered at the 500-level are open to both graduates and advanced undergraduates.**

**500 Special Problems in Biology Teaching (4)**

An investigation of current problems in biology teaching with emphasis on curriculum development and three hours on methodology, facilities, supervision, and research. Three hours of lecture and three hours of laboratory each week.

**508 Special Problems in Cell Biology (4)**

Structure and function of biological systems at the cellular, subcellular, and molecular levels. Three hours of lecture and three hours of laboratory each week.

**512 Avian Ecology (4)**

A consideration of the principles of ecology as they apply to birds. Special emphasis is placed on population dynamics, community ecology, and reproductive behavior. One Saturday field trip to observe coastal breeding colonies is required. Three hours of lecture and three hours of laboratory each week.

**513 Plant Identification (4)**

Instruction in the classification, distribution, and identification of ferns, fern allies, gymnosperms, and flowering plants. Field trips. Three hours of lecture and three hours of laboratory each week.

**514 Algae and Bryophytes (4)**

A beginning course in the biology of algae, mosses, liverworts, and hornwarts. Emphasis is placed on their collection, identification, classification, distribution, and ecology. Three hours lecture and three hours laboratory each week.

**527 Physiological Ecology (4)**

Investigation of the physiological and behavioral responses of organisms to environmental stimuli. Three hours of lecture and three hours of laboratory each week.

**542 Coastal Ecology (4)**

Plant and animal communities of the Coastal Plain of North Carolina and the environmental influences which affect them, with an emphasis on the coastal fringe environment. Three hours of lecture and three hours of laboratory each week.

## Environmental Sciences Course Listing (ENVS 000)

The following ENVS course is offered through the Department of Biological Sciences.

**222 Introduction to Environmental Science (4)**

Provides an overview of current environmental problems and issues, with an emphasis on their multidisciplinary nature. It is designed to meet the needs and interests of both science and non-science majors. Topics in a variety of disciplines (biology, chemistry, earth science, ecology, economics, ethics, and others) will be covered. Three lecture and three laboratory hours each week. No prerequisites.

## Science Education Course Listing (SIED 000)

The following SIED course is offered through the Department of Biological Sciences and in cooperation with the School of Education.

**453 Materials and Methods in Secondary Science (1.5)**

Study of the specific methods, techniques, practices, and the selection and organization of instructional materials and teaching methods appropriate to high school science subjects. Open only to seniors and scheduled in the student teaching semester. Taught in conjunction with the course in general methods, both of which are required for certification. Three hours of lecture each week during the first of the semester prior to the beginning classroom experience.

## ■ Department of Chemistry/Physics

**Professor: Dr. Jung**
**Associate Professors: Dr. Horner**
**Instructor: Mr. Bryan**
**Laboratory Instructor: Mrs. Luethy**

### Requirements for a Major in Chemistry (CIP 40.0501)

A candidate for the Bachelor's degree with a major in chemistry must satisfactorily complete Chemistry 111, 113, 215, 227, 228, 327, 328 or 331, 334, 451, and 452 for a total of thirty-four semester hours. Additional courses numbered above 228 are highly recommended for those who are considering studies beyond the baccalaureate degree. Calculus and one year of physics are required of all chemistry majors.

Candidates who are considering graduate studies should complete the second course in physical chemistry, the third course in calculus, and the calculus-based physics. Courses numbered above 300 may be offered only in alternate years. Biology 430 (Biochemistry) will be accepted toward a major or minor in chemistry.

### Requirements for a minor in Chemistry

A minor in chemistry may be obtained by satisfactorily completing Chemistry 111, 113, and three additional four-semester-hour laboratory courses numbered above 200.

### Requirements for a Degree in Medical Technology (CIP 51.1005)

A candidate for the degree in medical technology must satisfactorily complete the three-year program prescribed by the department, and an additional year at an affiliated hospital. Upon successful completion of the four-year program, the candidate is awarded the degree from Campbell University. Certification follows after satisfactory completion of an examination administered by the Registry of Medical Technologists. Prospective students should be aware of the limited number of spaces available in the clinical portion of training for medical technology candidates. Above-average grades in the sciences have become a prerequisite for gaining admission to the schools of medical technology.

### Requirements for the Bachelor of Health Science (B.H.S.) and Bachelor of Applied Science (B.A.S.)

The B.H.S. and B.A.S. degrees are offered to candidates who have completed the Associate of Arts (A.A.) degree from technical institutes and hospitals.

Normally, two years of study at Campbell are necessary. Details may be obtained from the Director of Continuing Education.

## Chemistry Course Listing (CHEM 000)

**111 General Chemistry (4)**
A broad overview of various divisions of chemistry. The preparation, properties, and uses of the principal elements and their compounds are covered, with attention to the fundamental principles and theories of inorganic chemistry.

**113 Qualitative Analysis (4)**
The fundamental principles, problems, and methods of separation of the common cations. Prerequisite: Chemistry 111 (Spring).

**207 Elementary Organic Chemistry (4)**
An introductory course designed for nurses, some medical technology students, and others who desire a one-semester survey of organic chemistry. Prerequisite: One year of college chemistry.

**215 Quantitative Analysis (4)**
A course in principles and methods of volumetric and gravimetric analysis. Instrumental as well as classical methods are included. Prerequisite: Chemistry 113 (Fall or Spring as needed).

**227-228 Organic Chemistry (4,4)**
A mechanistic approach to the chemistry of aliphatic and aromatic organic compounds. Topics include spectroscopy, stereochemistry, lipids, carbohydrates, and proteins. Prerequisite: Chemistry 113 (Fall, Spring) (NOTE: There is some evidence that women in their first trimester of pregnancy should avoid inhalation of some organic vapors.)

**327-328 Separation and Analysis in Organic Chemistry (4,4)**
Presents both in theory and in practice the procedures, techniques, and instruments most often used by modern chemists in the separation, purification, and identification of organic compounds. Prerequisite: One year of organic chemistry (Fall or Spring as needed).

**331 Inorganic Chemistry (4)**
A course dealing with descriptive and theoretic inorganic chemistry. Labo-

ratory preparations are included. Prerequisite: Chemistry 215 (Spring).

**334-335 Physical Chemistry (4,4)**
The elements of chemical thermodynamics, kinetics, and structure. Specific topics include studies of the states of matter, thermochemistry, entropy, and free energy. The second semester will include electrochemical phenomena, the phase rule, homogeneous reactions, and introductions to chemical bonding and statistical mechanics. Prerequisites: Chemistry 215 and Math 122 (Spring, Fall).

**429 Organic Preparations (2)**
A laboratory course employing special techniques in the preparation of organic compounds. Prerequisite: one year of organic chemistry.

**431 Inorganic Preparations (2)**
A laboratory course employing special techniques in the preparation of inorganic compounds. Prerequisite: Chemistry 331.

**445, 446 Chemical Research (2-4)**
An upper-division student in good standing is urged to pursue an experimental research project with the guidance of any member of the chemistry faculty chosen by the student. It is recommended that such projects be initiated in the fall semester.

**451, 452 Literature Seminar (1,1)**
Senior chemistry majors are required to participate for two semesters; others are encouraged to attend.

## Physics Course Listing (PHYS 000)

**221, 222 General Physics (4,4)**
Classical mechanics, heat, sound, and electricity with an introduction to modern physics. Laboratory work is coordinated with lectures. Intended for science majors and others interested in the quantitative investigation of natural phenomena. Prerequisite: Mathematics 112 or permission of the instructor.

**251, 252 Fundamentals of Physics (4,4)**
The basic concepts of classical physics are presented through a study of particle mechanics, interactions, fields, and wave mechanics. Modern theories are introduced. The approach requires liberal use of differential and integral

calculus in conceptual development and problem-solving. Prerequisite: Math 122. Corequisite: Math 223 or permission of instructor.

## Science Education Course Listing (SIED 000)

### 117 General Science I (4)

A course to expose the student to the fundamental principles and concepts in physics and chemistry. Coordinated laboratory assignments are included in both disciplines. Recommended for students seeking elementary and middle grades teacher certification. Fall semester only.

### 231 Descriptive Astronomy (4)

A brief course in principles, theories, and techniques of astronomy. The laboratory consists of a basic study of light, using the telescope, and field trips to the local planetarium and other astronomical installations. Prerequisite: Mathematics 112.

CAMPBELL
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## ■ Computer Science

**Professors: Dr. Norwood (Chairman), Dr. Taylor**
**Assistant Professors: Mr. Thomas, Mrs. Todd, Dr. Yang (Adjunct)**
**Instructors: Mr. Berry (Adjunct), Miss Walker**

### Requirements for a Major in Computer Science (CIP 11.0701)

The candidate must complete Computer Science 111, 112, 211, 212, 275 or 311, 335, 340, 375, 376, 411, and (412 or 415) with a "C" average or better. The candidate must also complete Mathematics 122, 223, 224, 333, and 335. Recommended Mathematics 337 **and** 441. Students may receive advanced placement.

### Requirements for a Minor in Computer Science

To receive a minor in computer science, a student must successfully ("C" average on required courses) complete Math 122 and 18 hours of computer science courses including CSCI 111, CSCI 112, CSCI 211, CSCI 212, CSCI 311, and a second computer language.

Those students who inform the Mathematics/Computer Science Department of their intention to minor in Computer Science prior to the completion of 9 semester hours of Computer Science courses will receive a programming certificate when they successfully complete all requirements of the minor.

### Computer Science Course Listing (CSCI 000)

#### 111 Introduction to Programming Using Pascal (3)

An introduction to the basic concepts of programming using Pascal.

#### 112 Programming Concepts (3)

A continued study of Pascal where emphasis is placed on good programming habits. The student is exposed to the options available in a high-level programming language through writing various programs. Prerequisite: CSCI 111.

#### 211 Assembly Language (3)

This course covers computer organization, operation, and data representation. Emphasis will be on writing programs in an assembly language. Prerequisite: CSCI 111

#### 212 Operating Systems (3)

This course covers the development of operating systems, CPU scheduling, memory management, file systems, disk scheduling, I/O devices, processing of data sets. Prerequisite: CSCI 211.

**275 Introduction to Fortran Programming (3)**

An introduction to the basic concepts of programming in Fortran.

**311 Data Structures (3)**

This course covers algorithms associated with data structures. Topics include list, stacks, queues, arrays, strings, trees, double-linked list, and multi-linked structures. Prerequisite: CSCI 112.

**335 Operations Research (3)**

An introduction to the methods and procedures of operations research. Topics include statistical analysis, simulation, mathematical modeling, probability theory, and reliability.

**340 Discrete Mathematics (3)**

This course covers the following topics: sets, symbolic logic, relations, functions, mathematical induction, recurrence equations, trees, spanning trees, and graph theory.

**375 Introduction to C-Language Programming (3)**

An introduction to the basic concepts of programming in the C-Language.

**376 Introduction to Numerical Methods (3)**

This course is concerned with the practical solution to problems on computers. Prerequisite: CSCI 111 or 275, Co-requisite: Math 224. Recommended Math 333.

**411 Computer Organization and Logic (3)**

This network-oriented course covers the following topics: logic circuits, organization of computer components, and computer systems.

**412 Theory of Programming Languages (3)**

A comparison of existing programming languages including the design and structure of the programming languages.

**415 Introduction to Voice Processing (3)**

This course covers many aspects of call and voice processing: from basic understanding of telephony through the newly emerging technologies and applications of voice processing. Course includes programming assignments.

## ■ Drama

**Associate Professor: Mr. Linney**
**Instructor: Mr. Mixen**

Students wishing to major in Drama have the option of choosing from two areas of concentration: Theatre or Drama and Christian Ministry.

Candidates for graduation must have an overall "C" average in all college work attempted and a grade of "C" on each course required in the major.

### Drama Core Curriculum (CIP 50.0501)

In addition to the General College Curriculum, the following courses are required of all Drama majors: Drama 113, 115, 221, 224, 225, 226, 227, 241, 242, 271, 331, 332, 342, 442; English 410, 413.

### Theatre Curriculum (CIP 50.0501)

In addition to the General College Curriculum and the Drama Core Curriculum, the following courses are required of all theatre majors: Drama 321, 322, 323, 341; Comm. 210, 211; Drama Electives nine hours; General Electives six to twelve hours.

### Drama and Christian Ministry Curriculum (CIP 50.0599)

In addition to the General College Curriculum and the Drama Core Curriculum, the following courses are required of all Drama and Christian Ministry majors: Religion 202 or 212, 222, 224, 340 or 344, 361, 362; Music 429 or 437; Drama Electives six hours; General Electives six to twelve hours.

### Drama Minor

The following courses are required for a minor in Drama: Drama 113, 131, 221, 224, 225, 241, 242, 442, three hours of Drama electives, plus acting in at least one production. Permission to enter the program must be received.

### Prerequisites

The following courses must be taken in sequence: 241, 242. 342, 442.

### Drama Course Listing (DRAM 000)

**113 Fundamentals of Vocal Performance (2)**

A basic course in vocal production designed for the development of a more pleasing and efficient voice for actors, announcers, teachers, and those desiring vocal improvement. Special attention is given to individual vocal problems.

**115 Public Speaking (3)**

A study of the principles of oral communication in order to increase a student's skill in presenting ideas through speech, and developing vocal, physical, critical, and analytical skills through actual speech performance.

**117 Corrective Speech (1)**

Designed specifically for students with speech disorders. Problems are dealt with on an individual basis.

**131 Introduction to Theatre (3)**

A broad survey of theatre from its origins to modern times.

**141 Introduction to Dance (1) (PHED 112)**

Introduction to the basics in modern dance, jazz, and ballet, with special attention to styles in each.

**221 Stagecraft (3)**

An applied study of the fundamentals of technical theatre, including scenic construction, painting, properties, and rigging. A working knowledge of tools and materials will be developed in a laboratory situation.

**224, 225, 226, 227 Theatre Practicum (1,1,1,1)**

Each drama major is required to participate in the theatrical productions of the department for four semesters. Assignments will be made for the practical applications of basic theatre skills.

**241 Acting (3)**

Teaching the actor to use the fundamental tools of the craft - his voice, body and imagination - through exercises, improvisations, and simple character development.

**242 Directing (3)**

An introductory course in directing. Particular attention is given to script analysis and the visual aspects of its implementation.

**261 Play Writing (3)**

An introductory course in the writing of plays. Particular attention is given to dramatic structure. Each student will write two (2) one-act plays.

**271 Stage Makeup (3)**

A basic study of the design principles and application of stage makeup.

**321 Introduction to Scenic Design (3)**

An introduction to the basic principles and techniques of design in theory and application; and practicum in analysis, layout, drawing, and color. Prerequisite: Stagecraft 221.

**322 Scene Painting (3)**

This course is designed to introduce the student to the techniques and materials that form the foundation of traditional scene painting. Throughout this course, the student will develop style and interpretation of the theatrical production. The student will also develop an ability to perceive, evaluate, and create an expression that is distinctly individualistic, meaningful, and entertaining.

**323 Introduction to Stage Lighting (3)**

A study of theatrical lighting design and equipment with a practicum in the use of lighting instruments, control systems, color media, and production techniques.

**331 Premodern Drama (3)**

A study of dramatic literature and theatre history from the classical Greeks to Ibsen.

**332 Modern Drama (3)**

A study of dramatic literature and theatre history from Ibsen to the present.

**341 Advanced Acting (3)**

The study of character development and acting styles through the techniques of analysis, scene preparation, and performance. Prerequisite: Acting 241.

**342 Advanced Directing (3)**

An advanced course in directing. Attention is given to analysis of themes, structure, and style. Prerequisite: Directing 242.

**442 Directing Project (2)**

A one-act play, directed in the senior year, under the supervision of the directing faculty.

**443 Creative Dramatics (3)**

The study of improvisation and play as a stimulant for learning and development of creative imagination in children and young adults.

## ■ English

**Associate Professor: Dr. Vaughan (Chair)**
**Assistant Professors: Dr. Hunt, Dr. McKinley, Dr. Peterman, Dr. Shelley**
**Instructors: Ms. Pake, Mr. Snell**
**Adjunct Instructors: Mr. McGirt, Mr. Stewart, Ms. Stewart, Mr. Watson**

### English and the General College Curriculum

All students must complete English 101-102 (Freshman Composition) and 6 hours of 200-level courses in English or American literature. English 101 (or equivalent placement) is a prerequisite for English 102, and English 102 is a prerequisite for all English courses numbered 201 and above. Students may take the 200-level courses in any order and combination, but it is recommended that they be taken in the appropriate sequence.

Entering freshmen may exempt English 101 if their verbal SAT score is 600 or better and they have a "B" or better in high school English. Exemption, however, is not recommended.

### Requirements for a Major in English (CIP 23.0101)

The English major is designed to give the student a broad historical perspective of English and American literature. The student majoring in English must complete the following:

A. English 101 (or equivalent placement), 102
   (i.e. normally 6 hours)
B. English 201, 202, 203, 204
   (i.e. 12 hours: 6 hours count toward the core requirements and 6 hours count in the English major)
C. One of the following:
   English 301 Creative Writing, 302 Advanced Writing, 303 Advanced Grammar, 421 History of the English Language
D. At least three period surveys of British Literature:
   English 401 Medieval Literature, 402 Sixteenth-Century Literature, 403 Seventeenth-Century Literature, 404 Eighteenth-Century Literature, 405 Romantic Period, 406 Victorian Period
E. English 407 Nineteenth-Century American Literature
F. One course in the Twentieth Century:
   English 408 Twentieth-Century Literature, 415 Modern/Contemporary Fiction, 416 Modern/Contemporary Poetry
G. English 410 Shakespeare
H. Either one of the following:
   English 409 Chaucer or 411 Milton

I. Two electives from the upper level writing courses, British or American literature courses, or courses accepted by the Department on an individual basis.

The student majoring in English must complete a minimum of 42 hours in English beyond English 102 with a "C" or better in all English courses. It must be stressed that 42 hours is the minimum and that the student majoring in English is encouraged to use electives to broaden his/her experience in literature.

## Requirements for a Minor in English

The minor in English requires a minimum of 21 hours of English beyond the core requirements. As in the case of the major, the student seeking a minor in English must have a "C" or better in all English courses.

The following courses constitute the minimum requirements for a minor in English:

A. English 201-202-203-204 (6 hours count toward the minor)
B. Three British Literature period courses (9 hours)
C. American Nineteenth-Century Literature or a Twentieth-Century Literature course (3 hours)
D. Shakespeare (3 hours)

## Requirements for Teacher Certification (CIP 13. 1305)

The English/Education major differs from the English major in that the student must take English 302 (Advanced Writing) and English 303 (Advanced Grammar) to complete the certification process. The student may also use these courses to help satisfy English major requirements (C) and (I). In addition, the student also must take the Methods in Teaching course (English 453), although it can not be applied to the elective requirement (I) for the English major. The English/Education major must also maintain a 2.5 grade-point average in the major courses and complete the certification requirements of the School of Education.

## English Course Listing (ENGL 000)

### 100 English Grammar (3)

A course review of the basics of grammar for students with difficulties in writing.

**101 Freshman Composition I (3)**

A course designed to teach the student mechanical and rhetorical skills required for composition at the college level.

**102 Freshman Composition II (3)**

A course designed to enhance writing, research, and reading skills directed toward literary analysis. Prerequisite: English 101.

**201 British Literature I (3)**

A survey of British literature from Beowulf through the Eighteenth Century. Prerequisite: English 102.

**202 British Literature II (3)**

A survey of British literature from the Romantic Period through the Twentieth Century. Prerequisite: English 102.

**203 American Literature I (3)**

A survey of American literature from the Colonial period to 1865. Prerequisite: English 102

**204 American Literature II (3)**

A survey of American literature from 1865 to the present. Prerequisite: English 102.

**301 Creative Writing (3)**

A course designed to intensify the student's practice of writing poetry and fiction and, therefore, enhance the critical skills and appreciation of all literature. Open to all students.

**302 Advanced Writing (3)**

A course designed to improve the student's writing skills beyond those taught at the lower division level.

**303 Modern Grammar (3)**

An examination of traditional and modern grammars.

**401 Medieval Literature (3)**

An exploration of medieval literature prior to 1500 and exclusive of Chaucer.

**402 Sixteenth-Century Literature (3)**

An analysis of the prose and non-dramatic poetry of the Sixteenth Century with an emphasis on Spenser and Sidney.

**403 Seventeenth-Century Literature (3)**

An analysis of the prose and poetry of the Seventeenth Century, exclusive of Milton.

**404 Eighteenth-Century Literature (3)**

An exploration of the literature from the Restoration through the beginnings of Romanticism.

**405 British Romantic Poetry and Prose (3)**

An examination of the major poets and prose writers and their sources.

**406 Victorian Literature (3)**

An exploration of the major literature of the Nineteenth Century and its relationship to the social concerns of the day.

**407 Nineteenth-Century American Literature (3)**

A probing of major literary examples of the American mind in the Nineteenth Century.

**408 Twentieth-Century Literature (3)**

A survey of the major writers and movements in British and American literature from World War I through World War II.

**409 Chaucer (3)**

A study of the major poems of Chaucer in their historical and literary contexts.

**410 Shakespeare (3)**

A study of representative Shakespearean plays, criticism of his plays, Elizabethan theater, and the history of the period.

**411 Milton (3)**

A study of the representative works of Milton in their contexts.

**412 The Lyricist (1,2,3)**

A maximum of 6 credits to be counted toward the B.A. A course designed to teach students how to judge poetry, how to edit a quality-oriented small magazine, and how to use desk-top publishing methodology. Prerequisite: instructor's approval.

**413 English Drama (3)**

An examination of English drama from the Medieval period through the present.

**414 History of the British Novel (3)**

A study of representative novels of the Eighteenth and Nineteenth Centuries.

**415 History of American Fiction (3)**

A study of the distinctly American qualities of fiction as it developed in the United States.

**416 Modern/Contemporary Fiction (3)**

A course probing the works of representative prose fiction writers active post-World War II, with a primary emphasis on American writers.

**417 Modern/Contemporary Poetry (3)**

A course probing the works of representative poets post- World War II, with a primary emphasis on American writers.

**418 Southern American Literature (3)**

A survey of representative writers of the South.

**419 Seminar (3)**

Specialized topics in British literature, art, and society or American literature, art, and society.

**420 Independent Study (3)**

An independent study based on the student's interests or need of specific courses.

**421 History of the English Language (3)**

A study of the evolution of the English language.

**422 History of Criticism (3)**

A study of the literary critics and methodologies from Aristotle to the present day.

**453 Methods in Teaching English (3)**

A course designed to teach how to teach English.

**498 Honors Course (3)**

A course consisting of heavy reading assignments from the Recommended Reading List. The work will be done over more than one semester with selected teachers. The number of units awarded in the final semester will depend on the agreement reached between the major professor and the student.

**499 Honors Thesis (3)**

A specific research project of a writer, era, idea, or work. The Honors Thesis will be done in the senior year and will be viewed as an introduction to graduate work.

## ■ Foreign Languages

**Associate Professors: Dr. Steegar (Chair), Dr. Mayberry, Dr. Penny**
**Assistant Professor: Mr. Rivera**
**Adjunct Assistant Professors: Dr. Carelli, Mrs. Hren, Mrs. Jacobson**

### Foreign Languages and the General College Curriculum

In order to meet the foreign language requirements at Campbell University, a student has two options:

1. Continue a language started in high school. A student who has taken two years of a language in high school and opts to use that language to fulfill the foreign language requirement, must complete through the 202 level (fourth semester). This will normally require taking 201 and 202; however, if a student's background is strong, he/she may take only 202 and satisfy the requirement. If a student's background is weak, he/she may take 102 (or even 101), however he/she must still complete through the 202 level. The student will receive elective credit for 101 and/or 102 if they are taken.

2. A student may start a new language at Campbell University. This will require taking three semesters of the same language (101, 102, and 201). If a student has had only one year of a language in high school, he/she may take that language at Campbell University and start with 101 at no penalty (he/she may take 101, 102, and 201 and fulfill the requirements).

The student may choose from the following languages: French, Greek, Latin, and Spanish.

Students whose native language is not English are exempt from the foreign language requirements; however, they must complete both English 101 and 102 with a grade of "C" or better.

Students in the Lundy-Fetterman School of Business must have two years of high school language or pass 101 and 102 of the same language at Campbell University.

### Requirements for a Major in French (CIP 16.0901)

To achieve a major in French, the student must complete the following: French 201-202 Intermediate French, 221-222 Survey of French Literature, 231-232 French Composition and Conversation, 300 History and Civilization of France, 305 Phonetics and Pronunciation of French, and three additional French courses above the beginning level.

### Requirements for a Major in Spanish (CIP 16.0905)

To achieve a major in Spanish, the student must complete the following: Spanish 201-202 Intermediate Spanish, 221-222 Survey of Spanish Literature, 231-232 Spanish Composition and Conversation, 241-242 Survey of Spanish-American Literature, 305 Spanish Phonetics and Pronunciation, and 341-342 Spanish/Latin-American Civilization.

## Requirements for Teacher Certification in French (CIP 13.1325) or Spanish (CIP 13.1330)

The requirements for those majoring in French or Spanish and who seek to gain certification to teach in secondary schools are the same as above but with the following additions: French or Spanish 400 (Methods and Materials of Romance Language Teaching) and the completion of the certification requirements of the School of Education.

## Requirements for a Minor in a Foreign Language

A minor in French or Spanish requires eighteen hours beyond the elementary level. Prerequisites: All language courses above the 202 level assume that the student has completed through the 202 level or its equivalent.

## French Course Listing (FREN 000)

### 101-102 Elementary French (3,3)

Introduction to the basic skills of the language—reading, writing, speaking, and aural comprehension.

### 201-202 Intermediate French (3,3)

Review and development of the basic skills. Prerequisites: 101, 102 or equivalent placement.

### 221-222 Survey of French Literature (3,3)

Introduction to the masters of French literature and their major works.

### 231-232 French Composition and Conversation (3,3)

Emphasis on improving competency in speaking and understanding standard French and on developing proficiency in the written language.

### 300 History and Civilization of France (3)

Traces the origins and development of French history and civilization, highlighting geography, education, and culture.

### 301 Advanced French Grammar (3)

An elaboration of grammar and idiomatic usage.

**305 Phonetics and Pronunciation of French (3)**

Individual instruction in French pronunciation and a study of phonetic transcription.

**310 Business French (3)**

**331-332 Advanced Composition/Conversation (3,3)**

**400 Methods and Materials of Romance Language Teaching (1.5)**

Principles of pedagogy unique to the teaching of a foreign language. A requirement for K-12 certification.

**440 Seventeenth-Century French Literature (3)**

A study of French Classicism.

**450 Eighteenth-Century French Literature (3)**

A survey of major texts of the “philosophes.”

**460 Romanticism and Realism (3)**

The first part of the nineteenth century in French literature, including major works of authors from Constant to Flaubert.

**473 Symbolism and Naturalism (3)**

The latter part of the major works of leading French authors since 1900.

**480 Twentieth Century French Literature (3)**

A survey of major writers.

## Greek Course Listing (GREE 000)

**101-102 Elementary Greek (3,3)**

A survey of the elements of Hellenistic (koine) Greek grammar, illustrated systematically from the Greek New Testament in classroom and language laboratory contexts.

**201 Intermediate Greek (3)**

Readings from the Greek New Testament coupled with a review of grammar at the intermediate level. Prerequisites: 101-102.

## Spanish Course Listing (SPAN 000)

**101-102 Elementary Spanish (3,3)**
Introduction to the basic skills of the language—reading, writing, speaking, and aural comprehension.

**201-202 Intermediate Spanish (3,3)**
Continued practice in the basic skill; review of grammar; reading of selected literary texts. Prerequisites: 101-102 or equivalent placement.

**221-222 Survey of Spanish Literature (3,3)**
Introduction to the masters of Spanish literature and their major works.

**231-232 Spanish Composition and Conversation (3,3)**
Emphasis on improving competency in speaking and understanding standard Spanish and developing proficiency in the written language.

**241-242 Survey of Spanish-American Literature (3,3)**
Reading and discussion of passages from representative authors, along with a comparison with Peninsular differences in the culture as they affect the literature of Latin America.

**301 Advanced Spanish Grammar (3)**
An elaboration of grammar and idiomatic usage.

**305 Spanish Phonetics and Pronunciation (3)**
A study of phonetic transcription and individual instruction in Spanish pronunciation.

**310 Business Spanish (3)**

**320 Spanish Literature/Middle Ages through Renaissance (3)**
A survey of major writers.

**331-332 Advanced Composition/Conversation (3,3)**

**341-342 Spanish/Latin-American Civilization (3,3)**
Part I—Traces the origins and development of Spanish history and civilization from medieval to modern times. Part II—A study of Latin America from pre-Columbian to modern times.

**400 Methods and Materials of Romance Language Teaching (1.5)**
Principles of pedagogy unique to the teaching of a foreign language. Required for K-12 teacher certification.

**440 Spanish Golden Age (3)**
A survey of major writers excluding Cervantes.

**450 Cervantes (3)**
Emphasis on Don Quixote.

**460 Nineteenth-Century Spanish Literature (3)**
A survey of Romanticism, Realism, and Naturalism.

**470 Generation of 1898 (3)**
A survey of major writers.

**480 Twentieth-Century Spanish Literature (3)**
A survey of major writers.

## Latin Course Listing (LATN 000)

**101-102 Elementary Latin (3,3)**
Introduction to the pronunciation, grammar, and vocabulary. The course includes the reading of prose and a survey of the history and civilization of Rome.

**201-202 Intermediate Latin (3,3)**
Continuation and review of Latin grammar. The course includes readings in Latin prose and a continuation of the survey of Roman history and civilization. Prerequisites: 101-102 or equivalent placement.

## ■ Government

**Professor: Dr. Abrahamson**
**Associate Professors: Dr. Schroeder, Dr. Sellers (Chairman)**
**Assistant Professor: Dr. Goodson**
**Adjunct Instructor: Mrs. Jordan**

### Requirements for a Major in Government (CIP 45.1001)

Candidates for the major in government must, in addition to the General College Curriculum, complete with a "C" average or better at least 37 semester hours of government courses to include U.S. government and constitutional development, political thought, public policy and administration, international studies or comparative government, and a senior seminar. For specific course requirements, see the current Government Bulletin.

### Requirements for a Minor in Government

Students pursuing a minor in government must complete, with a "C"average or better, 24 semester hours of government courses, including Government 229, Government 230, and one course from each of three of the following areas: public policy and administration; international studies; political thought; or constitutional development.

### Pre-law with a Major in Government or History (CIP 22.0102)

Law schools want students who think rationally and logically, express themselves clearly and coherently in both oral and written form, possess a broad education in the liberal arts, and have specialized in an appropriate academic major. Campbell University's Department of Government and History has a curriculum to aid students wishing to demonstrate such qualifications.

The program meets all of the college requirements for a bachelor of arts degree and gives the student a major in government (political science) or history. The program, which is broad enough to give students the specific courses needed to prepare them for the study of law, includes U.S. and British history, political thought, economics, accounting, data processing, logic, national and state government, speech, sociology, psychology, and constitutional history and law.

To meet the foreign language requirements, pre-law students, though not required, are encouraged to take Latin.

While the program is broad and diverse, no one course alone is vital. It is the combination of courses that is important. For the specific courses required of each student, students should consult with the chairman of the Department of Government and History and see the current Government Pre-law Bulletin.

## Public Administration with a Major in Government (CIP 44.0401)

The program in Public Administration modifies the Government major by requiring that more of the required 37 semester hours of government courses focus on public policy and administration and that students complete an internship and Government 461 as the senior seminar. The program further strengthens the public administration focus by requiring students to use elective spaces to take courses in human resources management, financial and organizational management, public speaking, and public relations. For specific courses, see the current Public Administration Bulletin.

## International Studies with a Major in Government or History (CIP 45.0901)

The program in International Studies adapts the Government major by requiring that more of the required 37 semester hours of government or history courses focus on U.S. foreign policy, comparative foreign governments, international relations, and area studies and that students complete Government 471 or History 451 as the senior seminar. In addition, the program uses elective spaces to give students additional work in foreign languages, international economics, and comparative economic systems. For specific courses, see the current International Studies Bulletin.

## Requirements for a B.A.S. with a Concentration in Criminal Justice (CIP 43.0103)

The Bachelor of Applied Sciences degree is designed to accommodate students who have completed 36 hours of criminal justice courses at a junior college, community college, or technical college and who wish now to obtain a bachelor's degree. They may transfer to Campbell University no more than 64 semester hours from any combination of two-year general college, technical college, CLEP, or work-related experiences. All programs considered for transfer must be accredited by the regional accrediting agency.

The concentration in Criminal Justice meshes with existing programs already underway in community colleges and technical colleges. The student normally would complete a two-year program in criminal justice and then transfer to Campbell. Since Campbell provides no criminal justice courses, *per se*, the student must complete at least 36 semester hours in criminal justice elsewhere. While at Campbell, the student will take specified liberal arts courses in economics, ethics, psychology, sociology, natural science, and government in order to complete the degree requirement. For specific courses, see the current Criminal Justice Bulletin.

## Requirements for a B.S. with a Major in Social Sciences (Concentration in Government) (CIP 45.0101)

Candidates must complete, with a "C" average or better, at least 48 semester hours in the social sciences distributed as follows: 24 hours in government; 12 hours of history (111-112, 221-222); and six hours each in economics and sociology. Those government courses must include Government 229, Government 230, and one course from each of three of the following areas: public policy and administration, international studies, political thought or constitutional development. See the current Social Science (Government) Bulletin for specific requirements.

## Requirements for High School Teacher Certification in Social Studies (CIP 13.1318)

Students majoring in either Government or Social Sciences (Concentration in Government) who desire certification to teach social studies in North Carolina secondary schools must complete, with a "C" average or better, at least 24 semester hours in government, 12 semester hours in history, and 6 semester hours each in economics, geography, and sociology. For specific courses, candidates should consult the appropriate departmental bulletin and the School of Education.

## A Double Major in Government and History

Along with guidelines set forth in this catalog in the Chapter entitled "Academic Program and Regulations", students wanting to major in both Government and History must meet the additional requirements of: (1) maintaining a 3.0 average and (2) taking the Seminar for Government majors, and possibly an additional seminar depending on the particular concentration (See adviser).

## Government Course Listing (GOVT 000)

### 229 The National Government (3)

This general introduction to the study of American government focuses on the federal level with special attention to the framing of the U.S. Constitution, the general organization and functioning of the national government, the nature of federalism, political parties, elections, and current issues of public policy at the national level. (Open to freshmen.)

### 230 State and Local Government (3)

This course gives special attention to federal-state relations and to the workings of state government in policy areas such as taxation, budgeting, and education. The politics of state government are closely examined. Local government is considered, but to a lesser degree. Prerequisite: Government 229

**232 State Legislative Politics (3)**

This course teaches the legislative process while preparing student-delegates for the convocation of the North Carolina Student Legislature held annually in Raleigh. Students are required to gain a working familiarity with Robert's Rules of Order, participate in the research and writing of the bill(s) to be introduced at the state meeting, and write a formal policy position paper. (Registration is by approval of the professor.)

**260 Scope and Methods of Political Science (3)**

An introduction to theory, hypothesis generation, data collection, data analysis, and research methods of political science. This course culminates with student preparation of a research project or grant proposal. Prerequisites: Government 229, Math 160.

**322 Latin America: An Area Study (3) (History 322)**

A historical survey of the society, culture, and politics of the principal Latin American nations in the 20th century. The course will emphasize the national period and the intellectual, political, international, economic, and social course of contemporary Latin American history. Prerequisites: Government 229, History 112.

**336 American Political Parties (3)**

The main topics considered are the origins and development of American political parties, their functions, organizations, regulations, campaign methods, and conduct of elections. Prerequisite: Government 229.

**337 Municipal Government (3)**

The history, organization, and administration of American municipal corporations are studied in some detail. Special attention is given to intergovernmental relations and the current concerns of metropolitan governance. Prerequisite: Government 230.

**338 Introduction to Public Administration (3)**

This course explores philosophies and processes of administration of public and nonprofit organizations as they manifest themselves in the American bureaucratic structure of the late twentieth century. Detailed attention will be given to identifying those tasks best accomplished by the public sector, the problems of organizing and staffing government agencies, the efforts to keep governmental agencies politically accountable, and the means and mechanisms for implementing governmental decisions. Prerequisites: Government 229 and 230.

**339 Ethics in Government (3)**

This course will help students better understand the ethical and moral dilemmas pressed upon government for society today. The most notable approaches to ethics, values, and morality in government by prominent theorists in the field will be studied. Important concepts will be examined, such as administrative responsibility, mental attitudes, public interest, personal codes, paradoxes of procedure, and ethical, normative, and value systems that are in use today. Prerequisites: Government 229 and 230.

**340 Introduction to Public Policy (3)**

This course inquires into the nature of the public policy-making process as it reveals itself in the initiation, formulation, and implementation of policy. Students will also analyze and evaluate selected national policies while examining and utilizing various analytical models. Prerequisites: Government 229 and 230.

**341 Western Europe: An Area Study (3) (Hist 341)**

A survey of both the recent history, culture, and politics and the political institutions and processes of Western Europe. Prerequisites: Government 229 and History 111-112.

**342 Eastern Europe: An Area Study (3) (Hist 342)**

A survey of both the recent history, culture, and politics and the political institutions and processes of eastern Europe and the Confederation of Independent States. Prerequisites: Government 229 and History 111-112.

**343 Introduction to Comparative Foreign Government (3)**

This course introduces students to the recent histories, political cultures, government structures, political processes, and current situations of selected democratic, totalitarian, and developing countries. Prerequisite: Government 229.

**345 International Relations (3)**

An introduction to politics among nations. This course focuses on the problems of war, development, and trade in the international system, while also including some attention to international organizations and international law. Prerequisite: Government 229.

**346 Imperialism: Its History and Politics (3) (Hist 346)**

A survey of world history with a focus on the rise of European imperialism and neocolonialism in the mid-19th century and the resurgence of independence from European control after World War II. Prerequisites: Government 229 and History 111-112.

**351 South Asia: An Area Study (3) (Hist 351)**

An introductory survey of the recent history, culture, and political institutions of South Asia from Afghanistan to Burma with particular emphasis on India, Pakistan, and Bangladesh. Attention will also be devoted to Indian and Muslim influences on Southeast Asia. Prerequisites: Government 229 and History 111-112.

**352 East Asia: An Area Study (3) (Hist 352)**

An introductory survey of the recent history of the culture, society, politics, and intellectual development of East Asia, with particular emphasis on the cultural heritage and contemporary issues of China and Japan. Prerequisites: Government 229 and History 111-112.

**353 Africa: An Area Study (3) (Hist 353)**

A survey of the history of sub-Saharan Africa from the earliest times to the present. Emphasis will be on the period from the mid-19th century to the present with a special focus on current economic, social, and political problems. Prerequisites: Government 229 and History 111-112.

**354 Southeast Asia: An Area Study (3) (Hist 354)**

An introductory survey of the recent history, culture, and political institutions of Southeast Asia. Imperialism and twentieth century conflicts will receive particular attention. Prerequisites: Government 229 and History 111-112.

**357 The Middle East and North Africa: An Area Study (3) (Hist 357)**

An introductory survey of the recent history, culture, and political institutions of this predominantly Islamic area. Particular emphasis will be placed on those political developments since the mid-19th century that help explain the current problems of the countries in this area. Topics to be covered include the Arab-Israeli conflict, oil and the Persian Gulf, the Lebanese civil war, and the rise of Islamic fundamentalism. Prerequisites: Government 229 and History 111-112.

**441 Organization Theory (3)**

This course enables students to increase their understanding of how organizations can more effectively meet their objectives. Several major concepts will be examined, clarifying how organizations work and what alternative organizational strategies and structures exist. The concepts of power, resource allocation, work environment, and goals will be closely examined. Prerequisite: Government 338 or 340.

**443 Medieval Political Thought (3) (Hist 443 and Phil 443)**

A survey of the major political thinkers of the medieval period, this course focuses on the Christian writers of Western Europe, including St. Augustine, St. Thomas Aquinas, Marsilius of Padua, John Duns Scotus, and William of Ockham. There is some analysis of Muslim and Jewish thinkers as well. Prerequisites: Government 229 and History 111.

**445 Modern European Political Thought (3) (Hist 445 and Phil 445)**

This course analyzes the main currents of European political thought in terms of their historical setting and philosophical background. Prerequisites: Government 229 and History 111-112.

**446 American Political Thought (3) (Hist 446)**

The main currents of American political thought, from colonial beginnings to the present, are analyzed in terms of their historical setting and philosophical background. Prerequisites: Government 229 and History 221-222.

**447 Ancient Political Thought (3) (Hist 447 and Phil 447)**

A survey of the political writings of Plato and Aristotle, this course focuses on analyses and evaluations of political ideas as well as their historical settings. Prerequisites: Government 229 and History 111.

**448 Twentieth-Century American Foreign Policy (3) (Hist 448)**

This course examines the origins, formulation, and implementation of American foreign policy in the 20th century. Prerequisites: Government 229 and History 222.

**449, 450 The Development of the American Constitution (3, 3) (History 449, 450)**

This account of the living Constitution traces practices, customs, traditions, and fundamental legal ideas in their historic setting as they make up the body of American constitutionalism today. Prerequisites: Government 229 and History 221 or 222, as appropriate.

**451 Seminar on Constitutional Law (4)**

This seminar requires students to make a detailed examination of the Supreme Court's landmark cases and their implications. Prerequisite: Government 449 or 450 and approval of the instructor.

**454 Internship (3)**

An internship is a supervised work experience with selected law firms, governmental agencies, quasi-governmental agencies, or non-profit organizations, designed to give students actual experience in a particular area of government, politics, or law. (Open only to government majors with approval of the professor.)

**459 Contemporary Issues and Conferences (1-3) (Hist 459)**

This course is designed to encourage student participation in such programs as the Model United Nations, model Arab League, and other intercollegiate conference activities and special programs of study. A student must secure the permission of the instructor in order to enroll in Government/History 459.

**460 Special Topics (3)**

Special Topics is a tutorial course established at the request of the student and faculty member when special needs or circumstances require examination of subject matter not otherwise included in the academic program. (By arrangement with the instructor.)

**461 Seminar in Public Administration (4)**

This seminar will allow students to integrate concepts and theories they have learned from earlier policy and administration courses as they complete an extensive case of study of some particular governmental policy area. This will include reading from several well-known public administration theorists as well as criticism and analysis of research presented to the class. Prerequisites: Government 338 or 340, 441, and Senior status, with permission of the instructor.

**471 Seminar in International Studies (4)**

An in-depth examination of the fundamental question of international relations: the problem of war and peace. Students will write a seminar paper focusing on one aspect of this question. Prerequisite: Permission of the instructor.

## ■ History and Geography

**Professors: Dr. Abrahamson, Dr. Barge**
**Associate Professors: Mr. Tuck, Dr. Sellers (Chairman)**
**Assistant Professors: Mr. Easley, Dr. Martin, Mr. Johnson**
**Part-time and Adjunct Professors: Dr. Faulkner, Dr. Kelly, Mr. Lloyd, Mr. Potter, Mrs. Lawrimore**
**Professor Emerita: Dr. Moore**

### Requirements for a Major in History (CIP 45.0801)

Candidates for the major in History must, in addition to the general curriculum, complete at least 37 semester hours in history with a "C" average or better, to include History 111-112, History 221-222, History 451, and at least six semester hours of upper-division (300 and 400) courses in each of two of the following three areas and three upper-division semester hours in the third area: European history; United States history; and Third World history. Candidates must, in addition, complete the following related courses: Government 229, Economics 223 and 224 (American Economic History may be substituted for the latter), and either Geography 113 or Sociology 225. History majors should fulfill the college mathematics requirement by taking CIS 125 and Mathematics 160, for which Mathematics 111 can be substituted. See the current History Bulletin for specific requirements.

### Requirements for a Minor in History

Students pursuing a minor in history must select a focus and complete, with a "C" average or better, a minimum of 24 semester hours of history courses, including History 111, 112, 221, and 222. Those pursuing a minor in history must also focus at least 6 semester hours on upper-division (300 and 400 level) courses in one of three areas: U.S. history; European history; Third World history.

### Pre-law with a Major in History or Government (CIP 22.0102)

Law schools want students who think rationally and logically, express themselves clearly and coherently in both oral and written form, possess a broad education in the liberal arts, and have specialized in an appropriate academic major. Campbell University's Department of Government and History has a curriculum to aid students wishing to demonstrate such qualifications.

The program meets all of the college requirements for a bachelor of arts degree and gives the student a major in government (political science) or history.

The program, which is broad enough to give students the specific courses needed to prepare them for the study of law, includes United States and British history, political thought, economics, accounting, data processing, logic, national and state government, speech, sociology, psychology, and constitutional history and law.

To meet the foreign language requirements, pre-law students are encouraged, but not required, to take Latin. While the program is broad and diverse, no one course alone is vital. It is the combination of courses that is the important. For the specific courses required of each student, consult with the Chairman of the Department of Government and History or see the current History Pre-law Bulletin.

### International Studies with a Major in History or Government (CIP 45.0901)

The program in international studies adapts the history major by requiring that more of the required thirty-seven semester hours of government or history courses focus on U.S. foreign policy, comparative foreign governments, international relations, and area studies and that students complete Government 471 or History 451 as the senior seminar. In addition, the program uses elective spaces to give students additional work in foreign languages, international economics, and comparative economic systems. For specific courses, see the current International Studies Bulletin.

### Requirements for a B.S. with a Major in the Social Sciences (Concentration in History) (CIP 45.0101)

The candidate must complete, with a "C" average or better, at least forty-two semester hours in the social sciences distributed as follows: twenty-four hours in history; six hours each in economics, sociology, and government. In addition to History 111, 112, 221, and 222, the 24 hours of history must include at least 12 semester hours of upper-division (300 and 400 level) courses, at least 3 hours in each of: U.S. history; European history; Third World history. See the current Social Science (History) Bulletin for specific requirements.

### Requirements for Teacher Certification in Social Studies (CIP 13.1318)

Students majoring in either history or the social sciences (history), who desire certification to teach social studies in the secondary schools of North Carolina, must complete, with a "C" average or better, at least twenty-four semester hours in history and 6 semester hours in economics, geography, government and sociology. For the specific courses required, the candidate seeking certification should consult both the appropriate departmental bulletins and the School of Education.

### A Double Major in History and Government

Along with guidelines set fourth in this catalogue in the Chapter entitled "Academic Program and Regulations", students wanting to major in both Government and History must meet the additional requirements of: (1) maintaining a 3.0 average and (2) taking the History Seminar, and possibly an additional seminar depending on the particular concentration (see adviser).

## Geography Course Listing (GEOG 000)

### 113 Introduction to Geography (3)

A survey of the natural landscape and the forces acting upon it. Introduction to geological and meteorological processes affecting the earth. An introduction to the political, economic, and social changes influenced by geographic movements.

### 114 World Regional Geography (3).

The basic objective of this course is to analyze various world regions with respect to the influence of physical and cultural environments in both spatial and temporal context.

## History Course Listing (HIST 000)

### 111, 112 Western Civilization (3,3)

This survey of Western Civilization from ancient times to the present also gives attention to the origins of civilization and relations between the Western and non-Western areas of the world.

### 201 Topics in Military History (3)

This course surveys interdisciplinary topics drawn from the Western military experience as appropriate for those seeking a commission in the North Carolina National Guard. (Open to students of the North Carolina National Guard Officers Candidate School.)

### 221, 222 United States History (3,3)

With special attention to the development of national politics and governmental institutions, the growth of the nation's economy, the American diplomatic tradition, and the evolution of American society, this course surveys United States history from the discovery of the New World to the present. Prerequisites: History 111-112.

**309 Pre-Modern Military History (3)**

This survey of military history in the world from earliest times until the rise of effective gunpowder weapons includes a discussion of military organization, tactics, great military leaders, and major wars and battles from both Western and nonWestern military traditions. Prerequisites: History 111-112.

**310 The American Military Experience (3) (Msci 310)**

This survey of American warfare and military institutions gives particular emphasis to grand strategy, theater-level operations, civil-military relations, technological development, military leadership, and the impact of war on American society. Prerequisites: History 111-112; History 221-222 recommended.

**321 Latin American History (3,3)**

This course surveys Latin American history from the pre-Columbian period through the 19th century. Emphasis will rest upon development of colonial institutions, achievement of independence, the early national period, and the intellectual, political, economic, and social bases of the contemporary period. Prerequisites: History 111-112.

**322 Latin America: An Area Study (3) (Govt 322)**

A historical survey of the selected Latin American nations in the 20th century, the course will emphasize the national period and the intellectual, political, social, international, and economic course of contemporary Latin America. Prerequisites: Government 229 and History 112.

**331 History of North Carolina (3)**

With an eye to meeting the special needs of those seeking teacher certification, this course surveys the state's political and economic history from the earliest colonial beginnings to the present. Prerequisites: History 221-222.

**332 North Carolina: Its Geography and People (3)**

With an eye toward meeting the special needs of those seeking teacher certification, this course examines in depth the geography and social history of North Carolina. Prerequisites: History 221-222.

**334 American Christianity (3) (Relg 334)**

A study of the history, ideas, and influences of Christianity in America. Prerequisites: History 221-222.

**336 General Church History (3) (Relg 336)**

Historical study of the major movements and ideas in the church. Prerequisites: History 111-112.

**341 Western Europe: An Area Study (3) (Govt 341)**

A survey of both the recent history, culture, and politics and the political institutions and processes of Western Europe. Prerequisites: Government 229 and History 111-112.

**342 Eastern Europe: An Area Study (3) (Govt 342)**

A survey of both the recent history, culture, and politics and the political institutions and processes of eastern Europe and the Confederation of Independent States. Prerequisites: Government 229 and History 111-112.

**343 Medieval England (3)**

This survey of the history of the British Isles from the earliest times to around A.D.1307 gives particular emphasis to English constitutional history from 500 to 1307. Prerequisites: History 111-112.

**344 Stuart England (3)**

This survey of English history during the time of the Stuarts (1603-1714) emphasizes the constitutional struggles of that period. Prerequisites: History 111-112

**346 Imperialism: Its History and Politics (3) (Govt 346)**

A survey of world history with a focus on the rise of European imperialism and neo-colonialism in the mid-19th century and the resurgence of independence from European control after World War 11. Prerequisites: Government 229 and History 111-112.

**350 Renaissance and Reformation (3)**

The meaning of these great historical movements is examined in terms of the decline of the characteristic features of medieval civilization and the rise of modern European institutions. Prerequisites: History 111-112.

**351 South Asia: An Area Study (3) (Govt 351)**

An introductory survey of the recent history, culture, and political institutions of South Asia from Afghanistan to Burma, with particular emphasis on India, Pakistan, and Bangladesh. Attention will also be devoted to Indian and Muslim influences on Southeast Asia. Prerequisites: Government 229 and

History 111-112.

**352 East Asia: Area Study (3) (Govt 352)**
An introductory survey of the recent history of the culture, society, politics, and intellectual development of East Asia, with particular emphasis on the cultural heritage and contemporary issues of China and Japan. Prerequisites: Government 229 and History 111-112.

**353 Africa: An Area Study (3) (Govt 353)**
A survey of the history of sub-Saharan Africa from the earliest times to the present. Emphasis will be on the period from the mid-19th century to the present, with a special focus on current economic, social, and political problems. Prerequisites: Government 229 and History 111-112.

**354 Southeast Asia: An Area Study (3) (Govt 354)**
An introductory survey of the recent history, culture, and political institutions of Southeast Asia. Imperialism and twentieth century conflicts will receive particular attention. Prerequisites: Government 229 and History 111-112.

**356 Russia (3)**
This study of the evolution of modern Russia from the reforms of Alexander II (1860) to the mid-20th century gives special attention to the Revolution of 1917 and the changes and policies implemented by the Communist regime since World War I. Prerequisites: History 111-112.

**357 The Middle East and North Africa: An Area Study (3) (Govt 357)**
An introductory survey of the recent history, culture, and political institutions of this predominantly Islamic area. Particular emphasis will be placed on those political developments since the mid-19th century that help explain the current problems of the countries in this area. Topics to be covered include the Arab-Israeli conflict, oil and the Persian Gulf, the Lebanese civil war, and the rise of Islamic fundamentalism. Prerequisites: Government 229 and History 111-112.

**359 American Colonial History (3)**
Beginning with the voyages of discovery and ending with the Critical Period, this course emphasizes the development of political, economic, and social institutions and the individuals who helped to shape them. Prerequisite: History 221.

**360 The Revolutionary Period in American History (3)**

This course begins in 1763 with the end of the French and Indian War and goes through the Battle of New Orleans, 1815. This course is intended to be an in-depth study of the political, social, and economic changes that took place in the country during this period. The lives of some leading personalities of the period will be examined. Prerequisite: History 221.

**362 The Old South (3)**

This course examines the social, economic, and political history of the South from colonial settlements through the end of the Civil War. Prerequisite: History 221.

**401 Twentieth-Century Europe (3)**

A survey of the causes and events of the two World Wars is followed by an in-depth study of postwar Europe and its progress toward economic and political union. Research projects are focused on important individuals in the period. Prerequisite: History 112.

**402 American Economic History (3)**

This course traces the evolution of the economy of the United States, which it analyzes in terms of developments in agriculture, commerce, and industry, with particular emphasis on technology and the changing role of government. Special attention is given to the rise of modern corporations. Prerequisites: History 221-222.

**422 Germany, France, and Italy in the Modern Era (3)**

This in-depth study of the social, intellectual, and political history of Germany, France, and Italy begins with the revolutions of 1848 and emphasizes the social impact of the industrial revolution, the effects of modem nationalism, the causes and effects of anti-Semitism, the coming of the Nazi regime, the Holocaust, and the post-1945 recovery. Prerequisites: History 111-112 and permission of the instructor.

**433 The United States in the 19th Century (3)**

This colloquium, which treats both the mid-century sectional crisis and the elements of continuity in the nation's 19th-century development, covers the period from the Age of Jackson to the Populist Revolt. Although focusing on selected political issues from that period, the course is far more than a political history. Instead, it gives careful attention to the role of social, intellectual, and economic developments in the creation, development, and outcome of political conflict. Prerequisites: History 221-222.

**434 The United States in the 20th Century (3)**

This issue-oriented colloquium, which emphasizes the period from Progressivism to the Great Society, examines topics selected from the principal economic, social, and political developments that have shaped the history of the United States in the 20th century. Prerequisite: History 222.

**443 Medieval Political Thought (3) (Govt 443 and Phil 443)**

A survey of the major political thinkers of the medieval period, this course focuses on the Christian writers of Western Europe, including St. Augustine, St. Thomas Aquinas, Marsilius of Padua, John Duns Scotus, and William of Ockham. There will be some analysis of Muslim and Jewish thinkers, as well. Prerequisites: Government 229 and History 112.

**445 Modern European Political Thought (3) (Govt 445 and Phil 445)**

The main currents of European political thought are analyzed in terms of their historical setting and philosophical background. Prerequisites: Government 229 and History 112.

**446 American Political Thought (3) (Govt 446)**

The main currents of American political thought, from colonial beginnings to the present, are analyzed in terms of their historical and philosophical background. Prerequisites: Government 229 and History 221-222.

**447 Ancient Political Thought (3) (Govt 447 and Phil 447)**

A survey of the political writings of Plato and Aristotle, this course focuses on analyses and evaluations of political ideas as well as their historical settings. Prerequisites: Government 229 and History 111.

**448 American Foreign Policy in the Twentieth Century (3) (Govt 448)**

This course examines origins, formulation, and implementation of American foreign policy in the 20th century. Prerequisites: Government 229 and History 222.

**449-450 The Development of the American Constitution (3,3) (Govt 449-450)**

This account of the living Constitution traces practices, customs, traditions, and fundamental legal ideas in their historic setting as they make up the body of American constitutionalism today. Prerequisites: Government 229 and History 221 or 222, as appropriate.

**451 Seminar: Historiography and Historical Writing (4)**

The course combines readings from several well-known modern historians with research, writing, and extensive criticism of papers produced by members of the seminar. Required of all history majors. (Approval of the instructor is required, plus History 111-112 and junior or senior status.)

**452 The U.S.A. in the 1960s (3)**

Using written and audiovisual materials, discussions, reports, lectures, interviews, and research projects, this course examines many aspects of the 1960s, with particular emphasis given both to the political, military, social, and cultural developments and to a significant research paper. Prerequisites: History 222 and approval of the instructor.

**453 Methods of Teaching Social Studies (1.5)**

A study of the methods of teaching social studies in the secondary school, this course places emphasis on the practical development of useful teaching materials. (Restricted to students seeking North Carolina teaching certification.)

**454. Internship (3)**

The internship program is a supervised work experience with selected public or private agencies, museums, archives, or similar institutions and activities with a historical purpose. It is designed to give students actual experience in public use of history. (Open only to History majors with approval of the professor.)

**455 Revolutionary Europe, 1750-1850 (3)**

This survey of the social, economic, and political conditions that led to the French Revolution and its continuing impact on the governments and peoples across Europe extends through the revolutions of 1848. An in-depth study of revolutionary groups and leaders is provided through individual projects. Prerequisite: History 112.

**459 Contemporary Issues and Conferences (1-3) (Govt 459)**

This course is designed to encourage student participation in such programs as the Model United Nations, Model Arab League, and other intercollegiate conference activities and special programs of study. A student must secure the permission of the instructor in order to enroll in Government/History 459.

**460 Special Topics (3)**

Special Topics is a tutorial course established at the request of the student and an agreement with a faculty member when special needs or circumstances require presentation of subject matter not otherwise included in the academic program. (By arrangement with the instructor).

## ■ Mass Communication

**Assistant Professors: Mr. Ensley (Chairman), Ms. Ross**
**Adjunct Instructors: Mr. Autry, Mr. Bell, Mr. Baez, Mr. Jordan, Mr. Lippard, Ms. Manning, Ms. Marks, Mr. Melvin, Mr. McLamb, Mr. Stump**

The Department of Mass Communication prepares students for careers in broadcasting, public relations, advertising, and print journalism. The professional curriculum concentrates on the development of practical skills needed for success in the mass media industries. The curriculum emphasizes production, management, and writing skills.

### Requirements for a Major in Mass Communication

Mass Communication majors specialize in one of four areas or sequences: broadcasting (radio and television), public relations (internal and external), advertising (account services and creative services), or print journalism (newspaper and magazine). In addition to the requirements outlined below, each mass communication major must pass a competency test before graduation.

### Broadcasting (CIP 09.0701)

Core: Comm 200, 210, 340 and Comm 320 or Comm 114.
Ethics Segment: Rel 224. (Replaces half of the general religion requirement.)
Management Segment (one of the following courses): Comm 330, 333, or 334.
Production Segment (one of the following courses): Comm 322 or 324.
Practicum Segment: Five hours of practicum credit, including a minimum of two hours from Comm 352/481/482/483 and a minimum of three hours from Comm 465/466/467.
Electives Segment: Seven hours of approved mass communication electives.
Cognate Segment: Complete two of the following cognate courses: Art 101, 102, 201, 205, 206 207, BAd 313, 331, 441, 442, Comm 214 or 357 or 358, Dram 115, 221, 241, 242, 321, 322, 323

### Public Relations (CIP 09.0501)

Core: Comm 200, 211, 320, 341.
Ethics Segment: Rel 224. (Replaces half of the general religion requirement.)
Management Segment: (One of the following courses): Comm 331, 333, or 335.
Production Segment: (One of the following courses): Comm 322 or 324.
Practicum Segment: Five hours of practicum credit, including a minimum of two hours from Comm 352/460/461 and a minimum of three hours from Comm 465/466/467.

Electives Segment: Seven hours of approved mass communication electives.
Cognate Segment: Complete two of the following cognate courses: Art 101, 102, 201, 205, 206 207, BAd 313, 331, 441, 442, Comm 214 or 357 or 358, Dram 115, 221, 241, 242, 321, 322, 323

### Print Media (CIP 09.0401)

Core: Comm 114, 200, 212, 342.
Ethics Segment: Rel 224. (Replaces half of the general religion requirement.)
Management Segment: Comm 332.
Production Segment: (One of the following courses): Comm 321, 323, or 325.
Practicum Segment: Five hours of practicum credit, including a minimum of two hours from Comm 352/460/461 and a minimum of three hours from Comm 465/466/467.
Electives Segment: Six hours of approved mass communication electives.
Cognate Segment: Complete two of the following cognate courses: Art 101, 102, 201, 205, 206 207, BAd 313, 331, 441, 442, Comm 214 or 357 or 358, Dram 115, 221, 241, 242, 321, 322, 323

### Advertising (CIP 09.0201)

Core: Cadv 200, Comm 213, B Ad 442, Cadv 251, Eco 224 (Half of social science requirement).
Ethics Segment: Rel 224 (One-half of religion requirement.)
Production Segment: Art 101, Art 206, and Comm 322 or Comm 324/324L.
Practicum Segment: Five hours of practicum credit, including a minimum of two hours from Comm 352/460/461 and a minimum of three hours from Comm 465/466/467.
Electives Segment: Six hours of approved Cadv electives.
Cognate Segment: Complete two of the following cognate courses: Art 101, 102, 201, 205, 206 207, BAd 313, 331, 441, 442, Comm 214 or 357 or 358, Dram 115, 221, 241, 242, 321, 322, 323

## Requirements for a Minor in Mass Communication

A minor in mass communication requires the completion of a sequence core and twelve additional hours of approved courses in that sequence.

## Mass Communication Course Listing (COMM 000)

### 100 Writing for the Mass Media (3)

The course covers the basic writing skills required in public relations, print media, advertising and broadcasting. The course is devoted to helping students understand the power of language by focusing on sentence structure and emphasizing clarity, conciseness and unity. Successful completion of Comm 100 or an acceptable score on the department's writing skills test is required for admission to all mass communication writing courses above the 300 level.

**114 Oral Interpretation (3)**

Techniques and practice of the oral presentation of prepared works. Emphasis is on gaining the dramatic value from such works as well as improving vocal techniques.

**120 Basic Radio Station Operation (1)**

This course prepares students for entry-level positions with WCCE-FM. This course will cover applicable Federal Communications Commission regulations, board operation, basic production skills, announcing, record keeping and transmitter operation.

**200 Introduction to Mass Communication (3)**

This course examines the origins and structures of the mass media, their roles in society, and selected theories of mass communication.

**210 Introduction to Broadcasting (3)**

A study of radio and television which includes the history of the industries, programming, sales, management and regulation. The course also covers the operation of basic broadcast equipment.

**211 Introduction to Public Relations (3)**

Introduces students to the body of knowledge underlying the public relations process, explores the role of public relations in contemporary American society, and examines both the job skills utilized in the field and the job assignments of public relations professionals.

**212 Introduction to Print Media (3)**

This course emphasizes the basic skills of journalism. Through a variety of practical exercises, students are taught to recognize, understand, and write news. The Associated Press Stylebook is emphasized. (A lab fee is required.)

**213 Introduction to Film Studies (3)**

This course is an introduction to film and the film industry. The course includes an examination of film aesthetics, the role of the motion picture in society, film as literature, and the motion-picture production process.

**214 Introduction to Photography (3)**
The course introduces the student to the basics of 35mm photography. The course will examine camera and film basics, shooting, lighting, production, and the development of 35mm film. Students must provide their own 35mm SLR camera. (A lab fee is required.)

**241 Introduction to Professional Writing (3)**
This course focuses on the basic principles that govern all professional writing. Students will be exposed to methods and techniques of using these principles effectively. They will practice using these principles to meet the professional demands of writing for the print media. (A lab fee is required.)

**250 Issues and Ethics in Mass Communication (3)**
Examines some of the major issues faced by professionals in the mass media industries. The issues covered include obscenity, regulation, public service, media ownership, and ethical codes.

**320 Speech for Radio and Television (3)**
This practical course examines the skills needed for a position as a radio announcer and television reporter/anchorperson. The areas of study include announcing techniques and camera presence.

**321 Reporting (3)**
This course emphasizes the basic skills needed in entry-level reporting positions with newspapers. The areas covered in the course include information gathering, news judgment, documentation, and news writing. (A lab fee is required.) Prerequisite: Comm 212

**322 Radio Production (3)**
Among the subjects covered in this course are equipment operation, field and studio recording, editing, and production techniques. The students are required to produce a variety of radio programming elements. (A lab fee is required.)

**328 Copy Editing (3)**
This practical course is designed to teach students basic copy editing skills. Students are taught news judgment, proofing, copy correction, headline writing, and the other functions of the copy desk. (A lab fee is required.) Prerequisite: Comm 212

**324 Television Production (3)**

This course examines the basic elements of television production: the principles of videography, camera operation, lighting, audio, and production management. Students must take Comm 324 and Comm 324L during the same semester. Permission of the professor is required for registration.

**324L Television Production Lab**

During the lab sessions, the students work with studio cameras, audio equipment, lighting grid, switcher, VCRs, and character generator to produce a variety of video programs. Students must take Comm 324 and Comm 324L during the same semester.

**325 Features (3)**

Examines the special requirements of magazine and newspaper feature writing. The course includes the recognition, shaping, reporting, and writing of feature ideas in a publishable form. (A lab fee is required.) Prerequisite: Comm 212

**326 Photojournalism (3)**

This course explores the theory and practice of producing news event and feature photographs. Special attention is paid to news gathering, composition, working under difficult situations, and ethics. Students must provide their own 35mm SLR camera. (A lab fee is required.)

**330 Broadcast Management (3)**

This course examines the various aspects of a broadcast manager's job: budgeting, employee management, government regulation, and planning. The course culminates in the development of a management plan for a local station. Prerequisite: Comm 210

**331 Public Relations Management (3)**

This course examines the responsibility of managing a public relations unit or counseling agency and the challenges of functioning in a staff position as a part of organizational management. Considers budgeting and resource management and relationships with suppliers and outside counsel. Prerequisite: Comm 211

**332 Newspaper Management (3)**

This course examines newspaper publishing as a business. Through the study of the editorial, advertising, and circulation functions, the students learn the basics of planning and operating a newspaper. (A lab fee is required.)

**333 Broadcast Sales and Advertising (3)**

Explores the process of planning, creating, and selling broadcast advertising. The course covers salesmanship and the creative and technical production processes. During the course, the students prepare a broadcast sales plan.

**334 Broadcast Programming (3)**

Examines the process of programming radio and television stations. Covers formats, programming tactics, scheduling, purchasing, and promotion. The course includes a group television programming project.

**335 Public Relations Campaigns (3)**

Study and practice in the process of preparing the public relations campaign including problem/opportunity identification, research, planning, execution, and evaluation. Includes writing and preparation of materials using microcomputer equipment and presentation of campaigns prepared by students. (A lab fee is required.) Prerequisites: Comm 211 and Comm 341

**336 Computer-Based Graphic Design (3)**

In this course, students will learn how to use the computer as a graphic illustration and design tool. The course will cover logotype design, illustration, graphics, type manipulation, and the creation of original art with the computer. (A lab fee is required.)

**340 Radio and Television News Writing (3)**

A study of broadcast news judgment, news gathering techniques, and the process of writing news for radio and television. The course concentrates on the development of news writing skills and style. (A lab fee is required.)

**341 (Comm 333) Public Relations Writing (3)**

Study of the reasons for and use of various styles of writing utilized in public relations and intensive writing practice using microcomputers. Course emphasis is on writing skills, style, and grammar. (A lab fee is required.) Prerequisite: Comm 211

**342 Advanced Print Media (3)**

This course emphasizes specialized reporting skills and techniques. Students examine issues in public affairs, business, sports and other areas. Students will be exposed to the basics of interpretive, analytical, and investigative reporting.

(A lab fee is required.)

**343 Advanced Professional Writing (3)**

This course focuses on the following areas of professional writing: perspective, interpretive, editorial, columns, and criticism. The objective is to teach students how to write in these genres with power and authority. (A lab fee is required.)

**350 Electronic News Gathering (3)**

Through this course, students develop the basic skills required to operate portable television equipment and video editing systems. In addition, the course emphasizes the process of shooting and editing a television news story.

**351 Advanced Electronic News Gathering (3)**

This course builds on the skills developed in the television production and the basic electronic news gathering classes. The students produce specialized television news packages, including features, sports stories and short series. Further, the students learn how to integrate their news packages into a full-length newscast.

**352 Communication Plus Seminar (3)**

Through this course, students operate an advertising/public relations agency. The agency offers both creative and account services. The students solicit clients, conduct research and plan and produce advertising and public relations campaigns. The agency's clients have included the admissions office, a fast food chain, a realty company, the registrar's office and various off-campus, non-profit organizations. Please note that students must apply for admission to this course.

**353 Publication Design (3)**

This course emphasizes the development of basic publication design skills. The course will cover the creation of basic and advanced publication formats, such as multi-fold pamphlets and brochures, newsletters, logotypes, and small-format newspapers.

**354 Magazine Production (3)**

This course covers the basic skills required to plan, write, design, and produce a magazine. The course culminates in the production of a small-format magazine. Students enrolling in this class should have a thorough knowledge of basic news writing.

**355 Mass Communication Seminar (3)**
**356 Mass Communication Seminar (3)**

In these advanced courses, students explore special topics under the direction of faculty members. Typical seminar topics include: Advanced Television Reporting, Television Directing, Advertising and Promotion, Editing Public Relations Publications, and Advanced Radio Production. Permission of the professor is required for registration. A lab fee may be required.

**357 Desktop Publishing (3)**

This course introduces the student to theory and techniques of print production using a desktop publishing system. During the course, the students will learn how to produce basic newsletters, brochures, logotypes, and other projects using industry-standard computer software.

**359 Advanced Desktop Publishing (3)**

This course builds on the basic skills developed in Comm 357. During this course, the students produce more advanced projects, including complex small, medium, and large format publications. The course also includes related software packages and advanced graphic and photograph manipulation.

**359 Advanced Photo Production (3)**

This course builds on the skills covered in the basic photography class. The course covers medium format, portrait and color photography. The students work with a large variety of complex photographic equipment.

**360 Advanced Radio Production: Sports Broadcasting (3)**

In this course, students will learn advanced radio production techniques. The course covers a specific, specialized topic each semester. Typical topics include: long-form radio program production, radio drama and sports production (play-by-play, color, etc . . .).

**460 Communication Project (2)**
**461 Communication Project (2)**

A supervised work project in an on-campus mass communication agency. Through the project, students gain practical skills and work experience. Students have worked with the campus radio station, closed circuit television system, sports information, news bureau, and public relations offices. Permission of the department chair is required for registration.

**465 Internship (3)**
**466 Internship (4)**
**467 Internship (6)**

A supervised off-campus work project with an approved agency. Through the internship, students gain practical skills, employment contacts, and work experience. Students have worked with national networks, television and radio stations, newspapers, public relations and advertising agencies, state government, and video production organizations. Approval of the department's internship committee is required for registration.

**471 Newspaper Practicum (1)**
**472 Newspaper Practicum (2)**
**473 Newspaper Practicum (3)**

Students gain practical skills and work experience with the campus newspaper, *The Campbell Times*. Staff members serve in editorial, reporting, or sales positions. Permission of the adviser is required for registration.

**476 Yearbook Practicum (1)**
**477 Yearbook Practicum (2)**
**477 Yearbook Practicum (3)**

The University's yearbook, *Pine Burr*, is produced in this course. Students gain practical skills and experience on the yearbook staff through editorial and reporting positions. Permission of the adviser is required for registration.

**478 Yearbook Production (3)**

This course examines the theory and techniques of yearbook production. The course emphasizes layout and design, copy writing, photograph selection, graphic manipulation, etc . . .

**481 Broadcast Practicum (1)**
**482 Broadcast Practicum (2)**
**483 Broadcast Practicum (3)**

An advanced, supervised work project in an on-campus telecommunication agency. Through the project, students develop and refine specialized broadcast-related skills. Typical projects include the development of audio and video projects and management positions with the campus radio station. Permission of the department chair is required for registration.

**484 Radio Management Seminar (3)**

These supervised projects are designed to give upper-level students experience in various aspects of radio station management. The campus radio station, WCCE-FM, is the "laboratory" for this seminar. The seminar begins with intensive classroom instruction. This instruction builds on basic concepts developed in lower-level classes and applies those concepts to WCCE.

After the students successfully complete the classroom portion of the seminar, they are appointed to the following positions: student station manager, student news director, student promotions director, student sports director and student program director. Under the supervision of the instructor, the students execute the responsibilities normally associated with these positions.

### 486 Radio News Production (3)

The course offers practical experience in gathering, writing, and producing news stories for radio. Further, students in this course will produce regularly scheduled newscasts for the campus radio station, WCCE-FM.

## Communication/Advertising Course Listing (CADV 000)

(Additional advertising courses are listed under mass communication.)

### 213 Introduction to Advertising (3)

This course exposes the students to the basics of advertising; history, theory, practice, and ethics. The students will also examine types of advertisers and methods of advertising.

### 251 Media Buying (3)

This course examines audience estimates and the purchasing of media space and time. Includes the study of survey research, frequency and quintile distribution, interpretation of statistical data, demography, and psychographics.

### 336 Creative Campaign Production (3)

Through this course, the student will learn the theory and techniques involved in producing a complete advertising campaign for an actual client. The finished campaign includes a creative platform, television advertisement, radio advertisement, print advertisement, outdoor, transit or point-of-purchase advertisement, and a complete presentation to the client.

### 343 Advertising Copy Writing (3)

This course is designed to help the student develop the practical and creative skills required to write copy for public service and commercial announcements. The course will cover radio and television commercial copy, print ad copy, display copy, billboard and transit ad copy.

## ■ Mathematics

**Professors: Dr. Norwood (Chairman), Dr. Taylor**
**Assistant Professors: Mr. Thomas, Mrs. Todd, Dr. Yang (Adjunct)**
**Instructors: Mr. Berry (Adjunct), Miss Walker**

### Requirements for a Major in Mathematics (CIP 27.0101)

The candidate must complete at least 39 semester hours in approved mathematics courses with a "C" average or better. The candidate may select Mathematics 112, 122, and 160. All other mathematics courses counting toward the major must be 200 level or above. Students may receive advanced placement for Mathematics 112, 122, 160, and 223.

### Requirements for a Minor in Mathematics

A student must complete 18 semester hours of mathematics with a "C" average or better. These courses must include Mathematics 122, 223, 224, and two additional approved courses numbered above 224.

### Requirements for Teacher Certification in Mathematics (CIP 13.1311)

A student who desires certification for teaching mathematics in the secondary schools must include, in his major, courses in linear algebra, geometry, probability and statistics, modern algebra, and computer science. The student should also complete eight semester hours in physics or chemistry, and complete the certification requirements of the School of Education.

### Pre-Engineering Program (CIP 30.0501)

Campbell University offers a two-year program in pre-engineering. The program has been approved by the Subcommittee on Engineering Transfer for transfer to the engineering programs at North Carolina A&T State University, North Carolina State University, and the University of North Carolina at Charlotte.

| | |
|---|---|
| General requirements: | Mathematics 122, 223, 224, 273, 337 |
| | Chemistry 111, 113 |
| | Physics 251, 252 |
| | English 101, 102 |
| | Physical Education 111, 185 |
| | Electives 21 hours |

### Mathematics and the General College Curriculum

Successfully complete Mathematics 122 or two mathematics courses numbered 111 above as selected by the major department (one course may be selected from (CIS 125, CSCI 275, CSCI 111, or Phil 221).

### Advanced Placement

Advanced placement is determined on an individual basis and will be contingent upon successful completion of a higher-level course with a "C" or better. Students completing Mathematics 122 may also receive major credit for Mathematics 112. Students completing Mathematics 223 may also receive major credit for Mathematics 112 and 122. Students completing Mathematics 224 may also receive major credit for Mathematics 111, 112, and 223. Students taking Mathematics 335 may also receive major credit for Mathematics 160. Those interested in advanced placement should make inquiry in the Mathematics/Computer Science Department.

## Mathematics Course Listing (MATH 000)

### 110 Fundamentals of Mathematics (3)

(Credit in Math 110 does not satisfy the General Mathematics requirement. If a student has credit in any other mathematics course, he may not enroll in Mathematics 110). Basic skills are emphasized: addition, subtraction, multiplication, and division of fractions; rules of exponents; solving linear and quadratic equations; graphs; "word" problems.

### 111 Algebra (3)

(Credit in Math 111 is not allowed if student has credit in Math 122). A basic study of logic, structure, and foundations of algebra. Major topics include functions, inequalities, equations, roots, radicals, and exponents. Every student taking Math 111 should have had two years of Algebra in high school. Students who do not meet the above requirements should take Math 110.

### 112 Trigonometry (3)

A study of trigonometric functions, derivation of formulas, the solution of right and oblique triangles with practical applications, solving trigonometric equations, and verifying trigonometric identities. Other topics include vectors, complex numbers, and logarithms. Prerequisite: Proficiency in algebra and geometry.

### 122 Analytic Geometry and Calculus I (4)

Topics include: directed distance, slope of straight line, equations of a line, angle between two lines, conic section, functions of one variable, graphs of functions, limits, continuity, derivatives, differentials, related rates, maximum and minimum problems, Rolle's and mean value theorems, integration, area, properties of the definite integral, and application of the definite integral. Prerequisite: Math 112 or by permission.

**140 Applied Mathematics (3)**

Designed for business majors. The course includes topics from matrices, linear programming, game theory, logarithms, and mathematics of management.

**160 Elementary Statistics (3)**

Emphasis on statistical inference beginning with a study of elementary probability and continuing to "decision making" through topics that include mean, standard deviation, analysis of variance, regression analysis, and hypothesis testing.

**203 Mathematics Principles (3)**

(This course does not count in the 39 hours needed for a mathematics major.) The course includes material from the areas of algebra, geometry, statistics, probability, and the International System of Units. Prerequisite: Math 111 and high school geometry.

**223 Analytic Geometry and Calculus II (4)**

Topics include: Differentiation and the integration of logarithmic, exponential, trigonometric, inverse trigonometric, and rational functions, and other special forms, approximating definite integral, polar coordinates, polar and Cartesian equations of conic sections, and hyperbolic functions. Prerequisite: Math 122.

**224 Analytic Geometry and Calculus III (4)**

Topics include: vectors in a plane, dot product, derivative of vector value functions, arc length, velocity vector, acceleration vector, unit tangent and normal vectors, curvature, indeterminate forms, improper integrals, vectors in three dimensions, cross product, lines in space, surfaces and revolution, limits of functions of two or more variables, continuity, partial differentiation, double and triple integrals and series. Prerequisite: Math 223.

**273 Introduction to PASCAL (3)**

An introduction to the basic concepts of programming in PASCAL Prerequisite: Math 112 or permission.

**275 Introduction to FORTRAN (3)**
An introduction to the basic concepts of programming using FORTRAN.

**333 Linear Algebra (3)**
A study of the basic properties of matrices, properties of determinants, rank of a matrix, equivalent matrices, inverse of a matrix, vectors and vector spaces, linear transformations, linear operators, unit and orthogonal transformations, characteristic equations and roots, minimum polynomial, bilinear, quadratic, and hermitian forms. Prerequisite: Math 122.

**335 Introduction to Probability and Statistics (3)**
A study is made of mathematical models of random phenomena, mean and variance of probability law, law of large numbers, algebra of expectations, frequency distribution, generating functions, correlation, regression, analysis of variance, and hypothesis testing. Prerequisite: Math 223.

**337 Differential Equations (3)**
Topics include: Methods of solution of first-order linear differential equations, higher-order linear differential equations, higher-degree differential equations, and special differential equations; operators; Laplace transforms; and applications. Prerequisite: Math 223.

**340 Discrete Mathematics (3)**
This course covers: sets, symbolic logic, relations, functions, mathematical induction, recurrence equations, trees, spanning trees, and graph theory.

**375 C-Language (3)**
An introduction to the fundamental concepts of programming in the C-Language. Prerequisite: Either Math 273 or 275 or permission of the instructor.

**376 Introduction to Numerical Methods (3)**
Concerned with the practical solution of problems on computers. Prerequisite: Math 273 or 275. Co-requisite: Math 224. Math 333 recommended.

**441 Introduction to Modern Abstract Algebra (3)**
A study of the number system, groups, rings, integral domains, and fields. Prerequisites: Math 122, junior standing.

**443 Topics in Geometry (3)**
An integrated course which includes set theory, logic, a critical study of

Euclidean geometry from modern postulational systems and a comparison of Euclidean geometry to elliptic, hyperbolic, and projective geometries.

**445 Advanced Calculus (3)**

An introduction to analysis beginning with a review of the calculus of functions of a single variable, and continuing with a study of vectors, differential calculus of functions of a single variable, and continuing with a study of vectors, differential calculus of functions of several variables, and vector differential calculus. Prerequisites: Math 224 and Math 333.

**453 Methods of Teaching Mathematics (1 1/2)**

A study of methods of teaching mathematics in the secondary school. A course in general methods is also required.

**501 Topics in Math for Elementary Teachers (3)**

Selected topics in mathematics include algebra, geometry, probability, trigonometry. For elementary (K-6) education majors only.

**510 Topics in Geometry (3)**

Proportion and indirect measure, similarity, taxicab geometry, and construction are included in the topics to be covered. This course is open to elementary teachers with a concentration in mathematics. Also open to advanced undergraduates and graduate students.

**522 Number Theory (3)**

This course includes divisors and prime numbers, congruences, Euler's O-function, Diophantine equations, Pythagorean triplets, quadratic reciprocity, and continued fractions. Open to advanced undergraduates and graduate students.

**535 Probability and Statistics (3)**

Topics from probability, random variables, expectation, random sampling, tests of hypothesis and regression. Open to advanced undergraduates and graduate students.

**540 Introduction to Topology (3)**

A study of the basic concepts of general topological space including such topics as compactness, product spaces, connectedness, metric spaces, and continuous functions. Open to advanced undergraduates and graduate students.

## ■ Military Science

**Professor: LTC Luques (Chairman)**
**Assistant Professors: MAJ Bickel, CPT Brothers, CPT Moore, CPT Sopher, CPT Stephens**
**Instructors: SGM Read, MSG West, SFC Wolf**

### Objectives

The objective of the Army ROTC Program is to attract, motivate, and prepare selected students to serve as commissioned officers in the active or reserve components of the Army; to provide a practical understanding of the concepts and principles of military science; to develop a strong sense of duty, honor, country, and citizenship; to promote teamwork and individual fitness; and to develop an understanding of and appreciation for international relations and national security. Attainment of these objectives prepares students for commissioning and establishes a solid foundation for their professional development and effective performance in the uniformed services or in civilian enterprise.

### Scope

The Army ROTC Program is progressive in nature and is composed of a Basic and Advanced Course. Enrollment in the Basic Course is open to all full-time freshmen and sophomores; its completion is a prerequisite for Advanced Course application. A student who enrolls in the Basic Course does not incur any obligation to serve in the Army. Prior military science or high school JROTC experience may result in direct Advanced Course placement. Entrance into the Advanced Course is selective and is based upon demonstrated performance and leadership potential. Students who satisfactorily complete the Advanced Course are commissioned Second Lieutenants upon graduation.

### Military Science Course Listing (MSCI 000) (CIP 30.0501)

### Basic ROTC Program Courses

**101 Military Organization (1)**

An orientation to the US Army concentrating upon the historical development of ROTC, and related customs, courtesies, and traditions of uniformed service. One (1) lecture hour per week.

**102 Basic Leadership and Management (1)**

An introductory course in leadership and management using case and situational studies to emphasize individual and group needs, group dynamics, and the decision-making process. One (1) lecture hour per week.

**201 Studies in Decision-Making (2)**

A study in progressive leadership concentrating on leadership models, personality, and the perceptual process. Contemporary and historical leadership problems (case studies) are analyzed from a leader's perspective. Two (2) lecture hours per week.

**202 Land Navigation and Tactics (2)**

An introductory course in land navigation and rifle squad organization, capabilities, and tactics. Two (2) lecture hours per week.

**221 Basic Camp (3)**

An intensive practical application of leadership and military skills to satisfy basic course prerequisite for enrollment into the Advanced Course. Six (6) week summer program at Ft. Knox, KY for cadets from universities and colleges throughout the entire nation.

## Advanced ROTC Program Courses

**301 Unit-Level Command Responsibilities (3)**

A study in leadership from the perspective of the Second Lieutenant, concentrating on the coordination and execution of administrative and tactical-command decisions. Laboratory periods concentrate on leadership development, physical training, and selected presentations. Three (3) lecture hours and one (1) laboratory hour per week.

**302 Terrain Analysis (3)**

An integrated course of academics and military skills combining advanced land navigation with squad-level tactics. Laboratory periods concentrate on leadership development, physical training, and selected presentations. Three (3) lecture hours and two (2) laboratory hours per week.

**321 Applied Military Leadership (3)**

An intensive practical application of leadership and military skills for Advanced Course students. Six (6) week summer program conducted at Fort Bragg, NC for all Advanced Course cadets from colleges and universities throughout the Eastern Seaboard states.

**401 Basic Officer Course Preparation (3)**

Studies in military subjects which will prepare an individual for those duties and responsibilities of a newly commissioned officer. These subjects include Military Leadership, Small-Unit Administration, Human Self-Development, Leadership Aspects of Contemporary Issues, Unit Readiness, Company Administration, Effective Written Communications, Awards and Decorations, and Fundamentals of Management. Three (3) lecture hours and one (1) laboratory hour per week.

**402 Advanced Leadership and Management (3)**

Studies in military-staff organization and procedures to include topics essential to newly commissioned officers. These subjects are Customs and Traditions of the Service, Ethics and Professionalism, Written and Oral Communications, Personnel and Training Management, Military Justice, Law of War, International Law, U.S. Army Logistics, Maintenance Management, and Soviet Army Indoctrination. Students prepare and present military science instruction to military science classes. Three (3) lecture hours and two (2) laboratory hours per week.

## ROTC Internship Programs (No Credit)

### Cadet Professional Development Training (CPDT)

This is a two-week to three-week program where students attend Army schools such as Airborne School (military parachuting), Air Assault School (helicopter operations), Northern Warfare School (military training in Alaska) or Mountain Warfare School (mountain training in various states). The program is open to all enrolled ROTC students, but selection is competitive due to the limited availability of slots in the program.

### Cadet Troop Leadership Training (CTLT)

This is a three-week program where students can practically apply their leadership and professional knowledge by working as lieutenants in Army units. The program is only available to Advanced Course students during the summer of their junior year.

## ■ Music

**Professor: Dr. Elmore**
**Associate Professors: Dr. Piper, Dr. Scarborough (Acting Chairman)**
**Instructor: Ms. Hudson**
**Part-Time Instructors: Ms. Kelly, Mr. Deane, Ms. Horton, Mr. Waddell, Mrs. Wilson, Mrs. McKee**

Admission to the Department of Music requires an audition and placement tests in Music Theory and, for the non-keyboard major, in piano.

Study is required each semester on a major instrument, for which (2) credit hours are received; study on the minor instrument for one (1) hour credit is required each semester until the desired level of proficiency is reached. For the non-keyboard major the second instrument is piano. Participation in Choir, Choral Society, or Wind Ensemble is required each semester except in the Music Education and Church Music programs during the Student Teaching and Practicum semesters. A minimum of seven hours in ensembles is required for graduation.

Candidates for graduation must have an overall "C" average on all college work attempted and a grade of "C" or better on each course required in the major area.

### Requirements for a Major in Music (CIP 50.0901)

The following courses are required of all music majors: 101, 102, 103, 104, 132, 133, 201, 202, 203, 204, 221, 331, 332, and 432. Completion of 101-104 eliminates four hours of the natural science requirement of the General College Curriculum.

### Music Education (Vocal-Keyboard) (CIP 13.1312)

The requirements include the following music courses in addition to those required of all majors: 222, 263, 264, 265, 266, 267, 421, 422, and 453. Half recital the senior year. Total number of hours: 132.

### Music Education (Instrumental) (CIP 13.1312)

The requirements include the following music courses in addition to those required of all majors: 263, 264, 265, 266, 267, 323, 401, 423, 453, and minor applied instrument (wind). Half recital the senior year. Total number of hours: 132.

### Church Music (CIP 13.0601)

The requirements include the following music courses in addition to those required of all majors: 222, 322, 326 or 327, 427, 428, 429, 437, and 457. The following religion courses are required in the Church Music curriculum: 101, 202, 212, 222, 224, and 226. One half recital the senior year. Total number of hours: 132.

### Composition (CIP 50.0904)

The requirements include the following music courses in addition to those required of all majors: 190, 191, 222, 263, 264, 265, 266, 291, 302, 391, 401, 402, and 491. One half recital on the major instrument the sixth semester, and one half recital in Composition required the eighth semester. Total number of hours: 129.

### Comprehensive Music Curriculum (CIP 50.0901)

The requirements include the following in addition to those required of all majors: 222, 302, 401,and 402. Electives may be chosen from any subject area. Half recital the senior year. Total number of hours: 131.

### Piano Pedagogy (50.0907)

The requirements include the following music courses in addition to: 222, 302, 324, 325, 333, 334, 425, 426, 433, 434, 435, and 436. Half recital the senior year. Total number of hours: 130.

### Prerequisites

Music 101 and 102 are prerequisites to all credit music courses except the following: 131, 132, 133, 321, 437, Music Ensembles, and Applied Music. Music 201,202 are prerequisites to the following: 302, 331, 332, 401, 402, 432, and 457. Music 101, 102, and 201 are prerequisites to 190. Music courses 190, 191, 291, 391, and 491 must be taken in sequence. History 111 and 112 are prerequisites to Music 331. Exceptions to the above must be made with the consent of the instructor and the Chairman of the Department.

### Requirements for a Minor in Music

A minor in music includes Music 101, 102, 132, 133, 221, four hours of ensemble, three hours of applied music, one additional three-hour music lecture course and performance on two informal recitals.

### Music Course Listing (MUSC 000)

#### 101 Introduction to Theory (2)

The basic rudiments of music including scales, intervals, primary triads, melody, and rhythm, with written and keyboard application. Brief consideration of the acoustics of music.

**102 Introduction to Sightsinging and Ear Training (2)**
Aural skills of music including scales, intervals, primary triads, melody, harmony, and rhythmic dictation on the elementary level.

**103 Elementary Tonality (2)**
Continued study of elementary music theory including melody, non-harmonic tones, secondary chords and inversions, modulations, and simple forms with written and keyboard application.

**104 Sightsinging and Ear Training (2)**
Continuation of aural skills of music including scales; intervals, primary and secondary triads; nonharmonic tones; melodic, harmonic, and rhythmic dictation on the upper-elementary level.

**131 Music Appreciation (3)**
An introduction to music through a rudimentary understanding of the principles of form and the elements of music. Various styles and types of vocal and instrumental works are studied. Historical and cultural backgrounds are included to show their influence on musical development from Gregorian Chant to the present.

**132-133 Music Literature (1,1)**
A study of basic vocabulary, forms, periods, and styles of music. An introduction to music literature for freshman music majors.

**161-162 Class Piano-Elementary (1,1)**
Class instruction in piano, elementary level.

**201-203 Advanced Tonality (2,2)**
A continuation of Music 103. Included in this study are seventh chords, altered chords, modulation, chromatic harmony, and the keyboard application of the principles studied.

**202-204 Advanced Sightsinging and Ear Training (2,2)**
A continuation of Music 104. Advanced sightsinging and ear training.

**221 Conducting (2)**

A study of basic conducting techniques.

**222 Choral Conducting and Materials (2)**

A study of choral rehearsal techniques, literature, and materials appropriate for junior and senior high school choral groups and church choirs. Prerequisite: Music 221.

**222-L Choral Conducting Laboratory (0)**

Practical application of conducting techniques.

**263 Woodwind Methods (1)**

Study and practical application of the techniques of teaching and playing the flute, oboe, clarinet, saxophone, and bassoon. Designed for Music Education majors.

**264 Brass Methods (1)**

Study and practical application of the techniques of teaching and playing the trumpet, horn, trombone, euphonium, and tuba. Designed for Music Education majors.

**265 String Methods (1)**

Study and practical application of the techniques of teaching and playing violin, viola, cello, and double bass. Designed for Music Education majors.

**266 Percussion Methods (1)**

Study and practical application of the techniques of teaching and playing percussion instruments including snare drum, timpani, keyboard, accessories, and drum set. Designed for Music Education majors.

**267 Introduction to Electronic Music (1)**

A survey of the history of electronic music. Practical application of the basic techniques of tape manipulation and elementary electronic music production. Required of Music Education majors.

**302 Tonal Counterpoint (3)**

A study of eighteenth-century contrapuntal techniques with emphasis on the style of Bach. Linear and vertical aspects and the analytical study of contrapuntal procedures and devices creatively applied in progressive exercises.

**321 Music for the Classroom Teacher (3)**

The methods and materials used by the classroom teacher in presenting music in the elementary grades including a review of the basic rudiments of music. Development of basic performance skills on the piano, autoharp, and the Orff instrumentarium is provided. (Not offered to music majors.)

**322 Advanced Choral Conducting (2)**

A study of advanced choral techniques and literature. Special emphasis given to cantata literature. Prerequisites: Music 221-222.

**322-L Advanced Choral Conducting Laboratory (0)**

Practical application of advanced conducting techniques.

**323 Instrumental Conducting (2)**

Review of basic conducting techniques. Study of appropriate literature for public school ensembles. Emphasis on score reading and baton technique. Prerequisite: Music 221.

**324 Elementary Piano Pedagogy (3)**

A study of the methods and materials for teaching piano on the elementary level including observation of private and class piano.

**325 Advanced Piano Pedagogy (3)**

A study of the methods and materials for teaching piano on the intermediate and advanced levels including observation of private and class piano.

**326 Service Playing (1)**

Techniques and materials used in playing for church services. The course is for the Church Music major whose principal instrument is organ. (Other keyboard majors admitted by permission of the instructor and the Chairman of the Department of Music.)

**327 Organ Nomenclature (1)**

An introduction to the characteristics of the organ and the technique of organ playing. For the Church Music major whose principal instrument is not organ.

**331 Music History to 1750 (3)**

A chronological study of the development of western music from its origins with emphasis on the growth of musical concepts. Study of composition techniques, styles, and the analysis of musical forms. Interrelation of music, painting, sculpture, literature, and architecture.

**332 Music History 1750-1900 (3)**

Consideration of literature, forms, and tonal concepts which emerge. Score analysis. Integration of literature, painting, sculpture, and architecture with music.

**333 Clavier Literature 1550-1750 (2)**

Survey of composers and their works written for the harpsichord and clavichord during the Renaissance and Baroque eras.

**334 Piano Literature 1750-1900 (2)**

Survey of composers and their major piano works during the Classical and Romantic eras.

**401 Orchestration (2)**

The study, techniques, and history of arranging for orchestra, band, and heterogeneous groups. Major project for full ensemble required.

**402 Forms and Analysis (3)**

A study of small and large forms from choral, piano, and symphonic literature.

**421 Music Methods in the Elementary School (3)**

A study of techniques of teaching, particular problems, and appropriate materials for elementary grades: the general music class, suitable song materials, the child voice, creativity, rhythmic activities, directed listening, elementary music theory and performance on simple instruments, such as recorder, autoharp, and the Orff instrumentarium. Laboratory experience in the public schools and University preschool music class constitute part of the program.

**422 Music in the Junior and Senior High School (3)**

A study of techniques of teaching, particular problems, and appropriate materials in this age group (12-18); the general music class, the adolescent voice, organization of the choral program and suitable song materials. Laboratory experience in the schools constitutes part of the program.

**423 Instrumental Music in the Public Schools (2)**

A study and practical application of the techniques of teaching public school instrumental music. Includes marching band techniques, elementary methods, instrument repair, survey of literature and materials, and the organization and maintenance of a public school instrumental program. A section on general music is also included in this course.

**425-426 Supervised Teaching of Piano (3,3)**
Experience with teaching piano at various levels under the guidance and observation of the instructor.

**427 Music for Children (3)**
A study of the philosophy, organization, and appropriate materials for the church music program for children, preschool through age 12: particular problems, implementation of the church music program, the child voice.

**428 Music for Youth and Adults (3)**
A study of choral literature materials and techniques that are appropriate for use with youth and adult church choirs.

**429 Church Music Philosophy and Administration (3)**
Consideration of the principles and practice of the music ministry. Organization and methods used in promoting a well-rounded program of music. Definition of objectives and philosophy of the music program. A management approach to the administrative task designed to introduce those principles which should be involved in working with the total church staff and in guiding the work of others.

**432 20th Century Music Literature and Theory (3)**
A study of music literature of the twentieth century; trends, "isms," from the Post-Romantic to the present. Analysis and application of composition techniques of selected composers.

**433 20th Century Piano Literature (2)**
Survey of composers and their major works composed for piano during the 20th Century.

**434 Piano Literature (Chamber Music) (2)**
A survey of composers and their major works composed for piano combined with other instruments in Chamber Ensemble.

### 435-436 Piano Ensemble (1,1)

A study and performance of literature for piano ensemble at one, two, or more pianos.

### 437 Hymnology (3)

The historical and systematic study of poetic hymns and metrical tunes including the contributions of various ethnic groups to the body of Christian hymnody. Role of hymn literature in worship and evangelism as found in the liturgy of various Christian denominations.

### 438 Service Music and Solo Literature (1)

Exploration of the historical background of types of music used in the major worship traditions. Examination of published music with emphasis on the ideal use in corporate worship. Composition of music intended to aid in leading the individual to a satisfying worship experience.

### 453 Music Methods and Materials (1.5)

Correlated with Education 453. Designed for music education students in the "block." Includes discussion of procedures and problems particularly applicable to music education, as well as discussion of problems of student teaching. Advanced conducting included for the instrumental major.

### 457 Practicum in Church Music (4)

Conducted on a part-time basis during the final semester of college work. The student observes, aids, and ultimately assumes charge of rehearsals and music in the worship service.

### 461 Recital (1)

Senior year, 50 minutes of music with program notes. Prerequisite: junior recital with 25 minutes of music.

## Ensembles

### 441 Campbell University Choir (1)

Open to freshmen, sophomores, juniors, and seniors by consent of the director, based on competitive tryouts. Concerts on campus and out-of-town, including Spring Tour. Performance of secular and sacred choral music. The major University Choral Ensemble.

**443 Campbell University Choral Society (1)**
Open to all students, faculty, and community people with consent of the director. Performance of secular and sacred music.

**452 Chamber Ensemble (1)**
Open to all students and faculty with consent of the director.

**454 Jazz Ensemble (1)**
Open to all students and faculty with the consent of the director.

**455 Brass/Percussion Ensemble (1)**
Open to all students and faculty with the consent of the director.

**456 Wind Ensemble (1)**
Concentration on original wind ensemble and band literature. Major University instrumental organization. Open to all students and faculty with the consent of the director. Concerts on campus and out-of-town.

**458 Percussion Ensemble (1)**
Open to all students and faculty with the consent of the director.

## Applied Music

Private instruction is offered on the instruments listed below. One-half hour of instruction per week earns one semester hour of credit; one hour of instruction per week earns two semester hours of credit. Each instrument has a set of five course numbers with different numbers of credit hours and different levels of difficulty. Non-music students may receive credit on the same basis as Music majors by permission of the Chairman of the Department.

Piano, Organ, Voice, Flute, Oboe, Bassoon, Clarinet, Saxophone, Percussion, Trumpet, French Horn, Trombone, Euphonium, Tuba, Violin, Viola, Violoncello, and Double Bass

## Composition

These courses aim to develop the student's ability and technique in musical composition and explore the concept of musical language and rhythm. Taught as applied music.

**190 Composition I (2)**
An introduction to compositional styles with a concentration on early 20th-

century music including impressionism, free tonality, modal writing, and pandiatonicism.

**191 Composition II (2)**
Further study of 20th-century composition with the emphasis on polychords, polytonality, clusters, and heightened chromaticism.

**291 Composition III (2)**
Examination of 12-tone and serial compositional techniques. Avant garde music is also explored.

**391 Composition IV (2)**
Study of electronic music from simple tape manipulation to computer music.

**491 Composition V (2)**
Major concentration on developing the student's own style, being eclectic from previous course work.

## ■ Physical Education and Sport Management

**Associate Professors: Dr. Freeman (Chairman)**
**Assistant Professors: Mr. Lee, Ms. Watkins, Dr. Brown**
**Instructors: Mr. Johnson, Mr. Miller, Ms. Weiss**

The Department offers a diverse selection of activity courses as well as teaching- and business-oriented major programs to prepare students for work in the sport, fitness, and wellness fields. Each major program includes cognate courses in other departments and on-site work experiences as part of the program.

Department course numbers were changed in 1990. The old course numbers are listed in parentheses (211) if the new numbers are different. Activity courses are listed as PE, while major courses are listed as PESM.

All non-majors must take PE 185 and 1 semester hour of activity courses to meet their General College requirement. All students in physical education classes must wear the designated uniform and shoes appropriate to the activity. Uniforms may be purchased at the bookstore.

### Physical Education and the General College Curriculum

**PE 185 Foundations of Physical Fitness (2)**

Required of all non-majors. Guides the student in developing a personal fitness program. Classroom lectures provide the principles underlying a conditioning program. Lectures are supplemented by activities using a variety of fitness methods. Prerequisite: A completed physical examination on file at the Infirmary.

**PE 111-112 Elective Activity Courses (1/2 or 1)**

One semester hour required of all non-majors. Emphasis on developing skills to enjoy and gain health benefits from the activity. The following activities are offered at the beginning, intermediate, and advanced levels. New courses will be added to reflect student interests.

Aerobic Dance, Badminton, Basketball, Dance (Aerobic, Social, Square), Fitness/Nutrition/Weight Control, Golf, Gymnastics, Jogging, Marksmanship[1], Mountaineering[1], Orienteering[1], Rappelling[1], Relaxation Techniques, Self Defense[1], Skiing, Soccer, Softball, Strength Training, Swimming, Lifeguard Training, Water Safety Instructor, Tennis, Track and Field, Triathlon, Volleyball, and Wrestling.

[1] Offered through the Department of Military Science.

Any individual unable to participate successfully in either a walk program or a run/walk program may meet the General College physical education requirement by taking PESM 203 and a one-hour course in an appropriate activity. The request for this exception is made through the University Infirmary to the Department Chairman.

## Explanation of Swimming Course Prerequisites

I. Beginning Course
    A. No swimming skill is required.
    B. The course is designed for nonswimmers and students who cannot pass the intermediate course requirements.
II. Intermediate Course
    A. The student can swim 25 yards on the back.
    B. The student can swim 25 yards using the crawl stroke.
    C. The student can dive from the deck and swim 15 feet underwater.
III. Advanced Course
    A. The student can swim 50 yards without stopping, using a stroke on the back.
    B. The student can swim 100 yards without stopping, using a fully-coordinated sidestroke, breaststroke, or crawl stroke.
    C. The student can perform survival floating for 5 minutes.
IV. Lifeguard Training
    A. The student can swim 500 yards without stopping.
    B. The student has current First Aid and CPR certificates.
V. Water Safety Instructor
    A. The student has IHSE.
    B. The student has either Lifeguard Training or Emergency Water Safety.

## Majors in Physical Education/Sports Medicine Curriculum

Athletic Training
Fitness Wellness Management
Physical Education
Physical Education with Teacher Certification
Physical Education and Athtletic Training with Teacher Certification
Pre-Physical Therapy
Sport Management

The Student Handbook of the Department contains all course requirements and details of each program. It is available at Carter Gym, Room 100.The summarized course requirements for each program are as follows:

### Athletic Training Major (CIP 31.0503)

PESM 131, 201, 202, 311, 312, 336, 425, 426, 431, 432, 492, 494, CPR; Cognate: ACCT 213, BUS 200, 313, 331, 332, ECON 224, HECO 227.

### Fitness Wellness Management Major (CIP 31.0501)

PESM 131, 201, 202, 311, 331, 338, 425, 426, 431, 432, 451, 452, 494, CPR; Cognate: ACCT 213, BUS 200, 313, 331, 332, ECON 224, COMM 211, HECO 227, HECO 327, PSYC 232.

### Physical Education Major (CIP 31.0501)

PESM 131, 132, 201, 202, 311, 331, 336, 425, 426, 431, 432, 451; Cognate: 18-21 hours in another field (Business or Science recommended. See Handbook).

### Physical Education Major with Teacher Certification (CIP 13.1314)

PESM 131, 132, 201, 202, 311, 331, 336, 338, 339, 340, 425, 426, 431, 432; EDUC 221, 341, 431, 452, Teaching Block (441, 453, 454, 458). See Handbook for other requirements.

### Physical Education and Athletic Training Majors with Teacher Certification (CIP 13.1314)

PESM 131, 132, 201, 202, 311, 331, 336, 338, 339, 340, 425, 426, 431, 432, 492, 494; EDUC 221, 341, 431, 452, Teaching Block (441, 453, 454, 458) See Handbook for other requirements.

### Pre-Physical Therapy Major (CIP 51.2601)

PESM 131, 201, 202, 311, 331, 338, 425, 426, 431, 432, 451, 452, 492, CPR; Cognate: BIOL 111, 112, 221; CHEM 111, 113; PHYS 221, 222; HECO 227, MATH 160, PSYC 232.

### Sport Management Major (CIP 31.0504)

PESM 131, 201, 202, 331, 331, 336, 425, 426, 431, 432, 492; Cognate: ACCT 213, BUS 200, 313, 331, 332, ECON 224, COMM 211, DRAM 115, HECO 227, PSYC 232.

### Minor in Physical Education Program Requirements:

PESM 131, 201, 202, 237, 336, 431, either 425 or 426; BIOL 221.

## Physical Education/Sports Management Course Listing (PESM 000)

**131 (111-119) Fitness Skills and Principles (3).**
Stretching, Weight training, Walk/Jog, Dance exercise, Swimming, Cycling, and Racquet sports (Tennis, Badminton, Racquetball).

**132 (111-119) Sport Skills and Principles (3).**
Tumbling, Gymnastics, Volleyball, Basketball, Soccer, Track and Field, and Softball.

PESM 131-132 are laboratory courses for physical education majors, with emphasis on performance skill development. The instructors will integrate teaching progressions into the acquisition of skills. Classes meet six hours per week for the semester. Majors who cannot pass the swimming test will take a beginner swimming class.

**201 (100) Foundations of Physical Education (3)**
An introduction to the Department's major courses of study. Overview of the professional areas of physical education and sport, emphasizing historical, philosophical, and socio-psychological foundations and their implications for today's society. Includes study of current issues, problems, ethical concerns, careers, and future directions of the field.

**202 (Health 211) Lifetime Health (3)**
Emphasis on the impact of fitness and wellness in everyday lives within the school and community by participating in the proper exercise and nutritional programs. PESM majors only.

**203 (Health 111) Health for the College Student (2)**
Emphasis on contemporary health problems of college students. Promotes understanding of the needs of the individual and the community.

**224 (Health 444) First Aid and CPR (2)**
The basic principles of first aid and the practical use of cardiopulmonary resuscitation when cardiac arrest is encountered. Students are certified for the one and two person procedure and reviving an infant. Includes proper use of the Heimlich maneuver for victims of choking. PESM majors only.

**241-247 Theory of Coaching (2)**
Methods and materials of seasonal planning, training, officiating, and game

strategy in each sport.

**241 Baseball**
**242 Basketball**
**243 Football**
**244 Soccer**
**245 Softball**
**246 Track and Field**
**247 Volleyball**

**251 Sports Officiating (2)**

Principles and practices of officiating in major sports. Intramural sports used as lab experiences.

**311 (237) Introduction to Athletic Training (3)**

Provides a basic introduction to the concepts, skills, and techniques used in providing care for common athletic injuries.

**312 Advanced Athletic Training (3)**

Advanced level concepts, skills, and techniques for the care of athletic injuries. Study of prevention, evaluation and recognition, First Aid/Emergency care, rehabilitation, organization and administration, guidance and counseling, and education as related to athletic injuries.

**331 (231, 236) Motor Development and Learning (3)**

Studies development of motor skills from infancy through adolescence with emphasis on: (1) the sequential process of motor behavior, (2) factors influencing skill development, and (3) optimal conditions for motor skill development.

**334 Elementary School Physical Education and Health (3)**

An investigation of the principles, practices, and procedures of teaching physical education in the elementary school with emphasis on curriculum development and methods and materials involved in teaching. Replaces HE 333 and PE 334. For elementary education majors only.

**336 Sport Coaching Principles (3)**

Basic principles of coaching youth sports from the elementary grades through the high school level. Includes an overview of philosophy and ethics, physiology, biomechanics, psychology, and sports medicine. Emphasis on providing a healthy, enjoyable sports experience at an appropriate level of training.

**338 (335) Adapted Physical Education (3)**

Teaches the modification of physical activities for people with disabilities preventing their unrestricted participation in vigorous activities. Includes study of the social and psychological problems of mainstreaming.

**339 (336) Movement Experience for Children (3)**

Studies the overall development of children in the elementary school. Emphasizes planning movement experiences based on individual needs. Includes observation and teaching experience in an elementary school. Prerequisite: PESM 231.

**340 Teaching Physical Education and Health (3)**

Covers the needs of students (Grades 7-12) in physical education and health. Students learn and analyze appropriate activities, plan instructional units, and develop yearly programs. Prerequisite: PESM 231.

**425 (325) Biomechanics (3)**

Studies the mechanics of motion applied to human movement and fitness and sport skills. Math 111 is recommended before taking this course. Prerequisite: Biology 221.

**426 (425) Exercise Physiology (3)**

Studies the response and adaptation of the body to exercise. Includes effects of diet, environmental conditions, and gender. Prerequisite: Biology 221.

**431 (331) Program Management (3)**

Studies the principles of managing physical education, intramural, and athletic programs, and sport and fitness businesses. Topics include facility management, human relations, staff motivation, legal liability, scheduling, staffing, and related duties of facility managers, physical educators, athletic directors, and coaches.

**432 (332) Measurement and Evaluation (3)**

Introduces methods of testing and measuring cognitive, affective, and psychomotor performance. Includes elementary statistical procedures. Math 111 or 160 is recommended before taking this course.

**451 (350) Design of Physical Activity Programs (3)**

Studies the principles of designing physical activity programs. Topics include health, cardiovascular endurance, muscular endurance, strength, flexibility, body weight, fitness training, age factors, and sex differences. Prerequisites: Biology 221and PESM 231.

**452 (352) Exercise Prescription (3)**

Advanced study of designing exercise programs in the Fitness Wellness work setting. Students design programs for and monitor progress of real subjects. Prerequisites: Biology 221, PESM 231 and 451.

**490 Directed Study (3)**

On-campus work experience appropriate to the major course of study. Arranged through the Department Chairman. Requires permission of adviser and Chairman.

**492 Practicum (3)**

Beginning on- or off-campus work experience appropriate to the major course of study. Prerequisites: See Major's Handbook.

**494 (401) Internship (6)**

Supervised field experience in off-campus sport or fitness business setting. Work is performed under a contract signed by the student, the Chairman, and a representative of the sponsoring business. May be taken at any time in the calendar year, if arranged by the start of the appropriate academic term. Prerequisites: See Major's Handbook.

## ■ Religion and Philosophy

**Professors: Dr. Cogdill (Chairman), Dr. Martin, Dr. Wallace**
**Associate Professor: Dr. Penny**
**Assistant Professor: Dr. Barnette**
**Professor Emeritus: Dr. Keyser**

### Objectives of the Religion and Philosophy Department

A. To offer required courses in the basic curriculum designed to acquaint students with their Judeo-Christian and Western philosophical heritage.

B. To offer advanced elective courses in religion, Christian ministries, and philosophy for those students who desire to explore, beyond an introductory level, specific subjects due to personal interest.

C. To offer concentrations and/or minors in religion and philosophy for those students who have more intense personal and academic interests in such areas of study.

D. To offer a Bachelor of Arts degree with majors in religion, religion and Christian ministries, and religion and philosophy as pre-seminary and/or pre-vocational preparation for students entering a religious or church-related vocation or otherwise desiring to major in religion.

### Religion/Philosophy and the General College Curriculum

Candidates for degrees requiring three hours of religion must take Religion 101.

Candidates for degrees requiring six hours of religion must take Religion 101 (prerequisite for other religion courses) and a second course from the 200- and 300-level religion courses.

Religion and/or philosophy courses count toward fulfilling the social science/humanities option requirement of three hours. Moreover, Philosophy 221 (Logic) can count as three of the six hours required in mathematics. Philosophy courses do not count toward fulfilling the religion requirement unless they are cross-listed as religion.

### Other Vocations Scholarship Requirements

All students receiving scholarships from Campbell University because of their church-related vocations commitment are required to take an average of one religion course each semester while enrolled at the University. Students should see the Dean of Admissions for further information concerning such scholarships. A $500.00 scholarship is available to all students declaring religion as a major.

## Requirements for a Major in Religion (CIP 38.0201)

Some students who major in religion will choose to follow a general course of study without selecting a ministry specialization. Such students will complete a curriculum which consists of thirty-seven hours of religion beyond the General College Curriculum requirements. Normally, the religion major will satisfy the General College Curriculum requirements by taking Religion 101 Introduction to the Bible, Religion 226 Introduction to Church Ministries, and Philosophy 121 Introduction to Philosophy. Included in the thirty-seven hours for the major are the following:

A. A departmental core of twelve semester hours consisting of two courses selected from Religion 201, 202, or 212 and both Religion 222 and 224.
B. Six semester hours of Biblical Studies selected from the following: Religion 302 Prophetic Literature, 304 Poetic and Wisdom Literature, 313 Teachings of Jesus, 314 Paul, and 317 John.
C. Three semester hours from each of the following areas:
  1. Historical Studies: Religion 334 American Christianity, 335 Baptist History, 336 General Church History.
  2. Theological Studies: Religion 321 Contemporary Theology, 323 Philosophy of Religion, 324 Ancient and Medieval Philosophy, 325 Modern Theology/Philosophy.
  3. Religion and Society Studies: Religion 340 Family, 344 Sociology of Religion.
D. Six additional hours of religion (at least three-hours of which must be a 300-level course).
E. Religion 402 Senior Seminar.

## Requirements for a Major in Religion and Christian Ministries (CIP 39.0601)

Some students will desire to combine their interests in the above-mentioned academic areas with specific preparation for church-related ministries. A general Christian Ministries Curriculum is available to students who prefer such preparation. Courses available prepare students for the pastoral ministry, youth ministry, education ministry, and missions ministry. Programs in church music are also available through the Department of Music.

In this curriculum, students are required to complete the following:

A. The departmental core listed above.
B. Twelve hours in religion (three hours in each area of biblical, historical, theological, and religion and society studies).
C. Twelve hours of Christian ministry courses, nine of which are chosen from the student's area of ministry interest.

D. Religion 457 (Practicum in Supervised Ministry).

## Requirements for a Major in Religion and Philosophy (CIP 38.0201)

Students who choose to major in religion and philosophy are required to take eighteen hours of religion and nineteen hours of philosophy beyond the general college curriculum requirements-normally Religion 101 and 226 and Philosophy 121 for majors. The religion and philosophy major will complete the following requirements:

A. The departmental core listed above.
B. Three hours each from the biblical, historical, and religion and society areas.
C. Twelve hours of philosophy including Philosophy 221 Logic, 323 Philosophy of Religion, 324 Ancient/Medieval Philosophy/Theology, 325 Modern Philosophy/Theology.
D. Philosophy 402 Senior Seminar.

## Other Departmental Requirements for Majors

A. Residence requirement: All students majoring in religion are required to complete a minimum of eighteen hours of advanced courses at Campbell.
B. Grade point average requirements for graduation: The major must have an overall average of "C" or better for each of the following categories of courses: all work attempted; all work attempted at Campbell; all religion courses attempted; all religion courses attempted at Campbell.
C. English requirement: Any departmental major may be required to take an English proficiency test. If the student requires additional English studies, placement will be made by the English Department.

## Requirements for a Minor/Concentration in Religion or Philosophy

A minor/concentration is offered in religion and philosophy. Students must complete eighteen hours beyond the General College Curriculum requirements, with nine hours numbered 300 and above. Courses are to be chosen under the guidance of the Department Chairman or Religion Faculty Adviser.

## Religion Course Listing (RELG 000)

### 101 Introduction to the Bible (3)

A basic Bible course with special emphasis on the birth and development of the Israelite nation, the life and times of Jesus, and the emergence and expansion of the early church. The course, or its equivalent, is a prerequisite to all other religion courses.

**200 Special Topics in Ministry (3)**
Special topics related to the practice of Christian ministry are explored.

**201 Biblical Interpretation (3)**
An introduction to the methodologies of critical biblical interpretation and their application to the various types of biblical literature.

**202 Old Testament Thought (3)**
An historical and systematic study of major Old Testament concepts.

**212 New Testament Thought (3)**
A study of the developing thought within the New Testament by the means of a chronological consideration of the historical context of its twenty-seven individual books.

**222 Basic Christian Beliefs (3)**
A systematic study of fundamental beliefs within the Christian faith. Concepts discussed include: God, revelation, faith, Christ, Holy Spirit, history, evil, and eschatology.

**224 Christian Ethics (3)**
A study of the Judeo-Christian heritage in ethics with attention to its biblical and theological foundations. In addition, there will be an examination of how Christian ethics bears upon various contemporary moral issues.

**226 Introduction to Church Ministries (3)**
A study of the history, theology, and practice of the Christian ministry. Attention is given to the concept of "call" and to deciding upon a specific area of church-related vocation.

**228 Missions Ministry (3)**
A study of the history and practice of Christian missions with special emphasis on contemporary philosophies and practices of missions.

**240 Family Ministry (3)**
A course designed to equip ministry students with the planning skills necessary to develop programs for the family unit in the local church setting.

**251 World Religions (3)**

A survey of the major religions of the world.

**261 Education Ministry (3)**

A leadership approach to the administrative task. The course offers an introduction to principles which should be employed by those who hold church leadership responsibilities.

**302 Prophetic Literature of the Old Testament (3)**

A study of selected prophets in their historical contexts. Prerequisite: 202.

**304 Poetic and Wisdom Literature (3)**

A study of Old Testament poetic and wisdom literature in its cultural setting with special emphasis on the Psalms. Prerequisite: 202.

**313 Teachings of Jesus (3)**

A study of the message of Jesus recorded in the first three Gospels with special attention given to the Sermon on the Mount and the Parables of Jesus. Prerequisite: 212.

**314 Paul (3)**

A study of Paul's life, letters, and thoughts based on the letters and Acts critically examined. Prerequisite: 212.

**317 The Gospel of John (3)**

A study of the fourth Gospel through an extensive investigation of the book itself along with a special consideration of its historical setting and its meaning for today. Prerequisite: 212.

**321 Contemporary Theology (3)**

A study of major nineteenth- and twentieth-century theologians beginning with Schleiermacher. Theological views discussed include: speculative idealism, liberalism, neo-orthodoxy, existentialism, and death of God theology. Prerequisite: 222.

**323 Philosophy of Religion (3) (Philosophy 323)**

An examination of basic issues in philosophy of religion. Included in the discussion are: the relation between faith and reason, God's existence, the problem of evil, man's nature and destiny, the function of religious language, and others. Prerequisite: 222 or Philosophy 121.

**324 Ancient and Medieval Theology and Philosophy (3) (Philosophy 324)**
An historical survey of theology and philosophy, beginning with the ancient Greeks and extending through the Middle Ages. Treatment is given to Plato, Aristotle, the apostolic fathers, the apologists, Tertullian, St. Augustine, and St. Thomas Aquinas. Prerequisite: 222 or Philosophy 121.

**325 Modern Theology and Philosophy (3) (Philosophy 325)**
An historical survey of theology and philosophy from the time of the Reformation into the contemporary period. Attention is given to Luther, Calvin, the Pietists, the rationalists, the empiricists, and Kant. Prerequisite: 222 or Philosophy 121.

**334 American Christianity (3) (History 334)**
A study of the history, ideas, and influence of Christianity in America. Prerequisite: History 111-112.

**335 Baptist History (3)**
A study of Baptists, including their origins, history, principles, and practices.

**336 General Church History (3) (History 336)**
An historical study of the major movements and thoughts in the church. Prerequisite: History 111-112.

**340 Family (3) (Sociology 340)**
A socio-cultural study of the institution of the family as it exists in a cultural setting. Key emphasis is given to the American family system and the crucial issues that affect its welfare. Topics include mate selection, husband-wife relationships, marital interactions, marital disruption, and dual career marriages.

**344 Sociology of Religion (3) (Sociology 344)**
Investigation of the socio-cultural structure of American Christianity. The meaning and belonging functions of religion will be explored.

**360 Preaching Ministry (3)**
A study of the principles of Biblical interpretation with a view to moving from the text to the sermon, including the mechanics of sermon preparation and delivery.

**361 Church Leadership (3)**

A study of basic leadership skills necessary to be effective in a ministry setting.

**362 Youth Ministry (3)**

A study of the social and spiritual development of young people. The course will seek to equip the youth minister with cognitive skills, resources, and techniques for ministry with young people through the church. A library of resources for youth programs and projects will be developed for use by the student carrying out a comprehensive youth program in a local church.

**402 Senior Seminar (4)**

Advanced investigation and research on selected topics in Biblical studies, church history, theology, and philosophy.

**457 Practicum in Supervised Ministry (4)**

The student participates in a field-learning experience under supervision in his or her chosen area of ministry. Offered spring semester only.

## Philosophy Course Listing (PHIL 000)

**121 Introduction to Philosophy (3)**

An examination of basic philosophical issues which arise in the fields of ethics, political philosophy, theory of knowledge, philosophy of religion, and metaphysics.

**221 Logic (3)**

A study of proper procedures in reasoning. Attention is given to informal fallacies, Aristotelian logic, and modern symbolic logic.

**323 Philosophy of Religion (3) (Religion 323)**

An examination of differing views on basic issues in philosophy of religion. Included in the discussion are: the relation between faith and reason, God's existence, the problem of evil, man's nature and destiny, the function of religious language, and others.

**324 Ancient and Medieval Philosophy and Theology (3) (Religion 324)**

An historical survey of philosophy and theology, beginning with the ancient Greeks and extending through the Middle Ages. Treatment will be given to Plato, Aristotle, the apostolic fathers, the apologists, Tertullian, St. Augustine, and St. Thomas Aquinas.

**325 Modern Philosophy and Theology (3) (Religion 325)**

An historical survey of philosophy and theology from the time of the Reformation into the contemporary period. Attention is given to Luther, Calvin, the Pietists, the rationalists, the empiricists, and Kant.

**443 Medieval Political Thought (3) (Government/History 443)**

A survey of the political thinkers of the medieval period, this course focuses on the Christian writers of Western Europe including St. Augustine, St. Thomas Aquinas, Marsilius of Padua, John Duns Scotus, and William of Ockham. There will be some analysis of Muslim and Jewish thinkers as well. Prerequisites: History 111 and Government 229.

**445 Modern European Political Thought (3) (Government/History 445)**

The main currents of European political thought are analyzed in terms of their historical setting and philosophical background. Prerequisites: History 112 and Government 229.

**447 Ancient Political Thought (3) (Government/History 447)**

A survey of the political writings of Plato and Aristotle, this course focuses on analyses and evaluations of political ideas as well as their historical settings. Prerequisites: History 111 and Government 229.

## Greek Course Listing (GREE 000)

**101-102 Elementary Greek (3, 3)**

A survey of the elements of Hellenistic (koine) Greek grammar, illustrated systematically from the Greek New Testament in classroom and language laboratory contexts.

**201 Intermediate Greek (3)**

Readings from the Greek New Testament with a review of grammar at the intermediate level. Prerequisites: 101-102.

## ■ The Lundy-Fetterman School of Business

**Dean: Thomas H. Folwell, Jr.**
**Professors: Thomas H. Folwell, Jr., William H. Peterson**
**Associate Professors: Christine Beasley, Yu-Mong Hsiao, Shahriar Mostashari, Lamar Norwood, Vasant Raval, Ellen Sikes, Bayred Vermillion, Christian Zinkhan**
**Assistant Professors: John Crane, Kamal Sen, Umesh Varma, Jo Ann Vaughan, James Witherspoon**
**Instructors: David Cooke, Willis Gupton**

Named in honor of the families of the late Burrows T. and Mabel L. Lundy and Lewis M. and Annabelle L. Fetterman of Clinton, North Carolina, the Lundy-Fetterman School of Business officially opened as a separate school on January 9, 1984.

Consistent with the broad goals and strong liberal-arts tradition of Campbell University, the School of Business offers at the undergraduate level several curricula built upon the General College Curriculum.

The ultimate goal of the Lundy-Fetterman School of Business is to produce well-educated graduates equipped to become effective and ethical business practitioners. Graduates are expected to perform effectively at entry levels in business and government and to advance to responsible positions of leadership.

The Lundy-Fetterman School of Business offers undergraduate programs in the following areas of study:

| **Baccalaureate** | **Associate** |
|---|---|
| Accounting | General Business |
| Business Administration | Computer Information Systems |
| Computer Information Systems | |
| Economics | |
| International Business | |
| Trust Management | |

### Graduate Program in Business

In the fall of 1978, the Department of Business initiated a graduate program which leads to the Master of Business Administration degree.

The major objective of the graduate program in business is to develop the student's analytical, critical, problem-solving and decision-making capabilities and to provide the basic knowledge needed for the solution of business problems.

Detailed information about this program is available through the Campbell

University Graduate Bulletin on Business.

## 3/2 Program

Undergraduate students majoring in Accounting, Business Administration, Computer Information Systems, and Trust Management may apply for admission to the Graduate Program in Business at the end of their Junior year. Named the 3/2 Program, applicants must satisfy all criteria for admission to the MBA Program with the exception of a Bachelors degree. By adding a fifth year to their program of study, applicants selected will be eligible to receive both the BBA and MBA degrees.

## The Lundy Chair

Established in April of 1975, the Lundy Chair exposes all business students to the principles of free enterprise by bringing to the campus nationally recognized free market economists.

## Southeastern Trust School

Sponsored by the Lundy-Fetterman School of Business, the Southeastern Trust School offers a professional two-week intensive residence session each year for Trust Department personnel from member banks of the American Bankers Association. The Southeastern Trust School is accredited by the National Graduate Trust School for the first year of study at the National Trust School operated by the Trust Division of the American Bankers Association.

## Executive-in-Residence Course

Each year the Lundy-Fetterman School of Business offers a course entitled "The World of Business" taught by a senior business executive. Additional key business personnel from the surrounding community serve as guest lecturers and group leaders at different sessions during the course.

## ■ Accounting

**Christian Zinkhan, Chairman**

### Requirements for a Major in Accounting (BBA) (CIP 52.0301)

Accounting 213, 214, 323, 324, 330, 333, 334, 335, 336, 443, 444, 543; Business Administration 200, 221, 222, 313, 314, either 331 or 332, 336; Computer Information Systems 125; Economics 223, 224, and two from: any 300-level or above Economics course, Business Administration 345, 468.

### Accounting Course Listing (ACCT 000)

**213-214 Accounting Principles (4,3)**

A study of accounting terms, procedures, and practices of sole proprietorships, partnerships, and corporations. A study is made of special columnar journal worksheets, financial statements, negotiable instruments, and departmental costs.

**323-324 Intermediate Accounting (4,3)**

A study of the principal accounting statements. Review of the fundamental processes in recording, classifying, and summarizing business transactions. A detailed study of the measurement of the business position and of periodic progress. A study of special analytical procedures including the development of special reports, ratios, and measurements in statement analysis. Prerequisite: Accounting 214.

**325 Managerial Accounting (3)**

A study of the uses of accounting information for decision making inside and outside the business firm. The study is related to the nature and objectives of business decisions, what information is necessary to make them, what data are relevant, and the uses and limitations of these data. Prerequisite: Accounting 214.

**330 Accounting Theory Seminar (1)**

An analysis of the logical foundations of accounting. Special emphasis on recent developments. Includes student presentations that evaluate recent accounting changes. Case studies will be used to examine applications of theory to financial, cost, and ethical accounting situations. Prerequisite: Accounting 323.

**333-334 Taxation (3,3)**

A study of the basic principles and major problems of the federal income tax laws and their application to tax situations for individuals and corporations. Some attention will be devoted to state tax laws and to tax procedure including fiduciary tax returns.

**335 Cost Accounting (3)**

The principles and procedures followed in the assembling and recording of materials, labor, and manufacturing expenses to ascertain production costs, costing for joint products, job costing, budgeting, standard costs, direct costs, and pricing joint products are studied. Prerequisite: Accounting 214.

**336 Accounting for Improved Performance (3)**

An integration of cost accounting, statistical quality control, and quality management principles for the purpose of measuring and improving an organization's productivity and product and service quality. Investigation includes case study analysis of efforts by industrial and service organizations to improve productivity and quality. Prerequisites: Accounting 325 or 335 and Math 160.

**443 Auditing (3)**

A course in auditing theory and practice. Auditing objectives, standards, ethics, terminology, procedures, and reports are studied. The place and responsibility of both the internal auditor and the public auditor are studied. Prerequisites: Accounting 323 and 324.

**444 Advanced Accounting (3)**

A comprehensive study of special problems relating to partnerships and corporations, dealing with liquidations, installment sales, consignments, agency and branch accounting, consolidations and mergers, together with receiverships, trusts, and estates. Prerequisites: Accounting 323 and 324.

**450 CPA Problems (3)**

A review and analysis of problems encountered in a public accounting practice and on the CPA examination. Prerequisites: Accounting 333, 443 and Business Administration 222.

**490 Accounting Internship (3)**

An accounting-related employment experience with an approved organization. Related term paper required. Prerequisites: Junior standing (at least);

declared major in accounting; overall grade point average of 2.0 or greater; and completion of an independent study contract.

**543 Governmental Accounting (3)**

An introduction to the accounting practices of non-profit organizations, including governmental units, colleges and universities, hospitals, and other non-profit organizations. Prerequisites: Accounting 213 and 214.

**590 Accounting Information Systems (3)**

An introduction to the design and use of accounting systems and their relationship to management information systems. Course includes the use of computer technology for processing, retrieving, and analyzing accounting data. Prerequisites: Accounting 324 and senior standing or permission of instructor.

## ■ Business Administration

**Shahriar Mostashari, Chairman**

### Requirements for a Major in Business Administration (BBA) (CIP 52.0201)

Accounting 213, 214, any 300-level accounting course; Business Administration 200, 221, 222, 313, 314, 331, 332, 336, 345, 468; Computer Information Systems 125; Economics 223, 224, 453, and six semester hours of economics electives. Electives must be selected from junior and senior level courses.

### Requirements for a Major in International Business (BBA) (CIP 52.1101)

Accounting 213, 214; Business Administration 200, 221, 222, 313, 314, 331, 332, 345, 369, 468, 490; Computer Information Systems 125; Economics 223, 224, 448, 449, 453; Foreign Language Electives 201, 202, 231, 232, and a 300-level foreign-literature course sequence in French or Spanish; Government 229, 343, 345.

### Requirements for a Major in General Business (AA) (CIP 52.1101)

English 101, 102, 201, or 202; P.E. 185 and one P.E. activity course; Math (either 111 or 160); Psychology 222; Government 229; Religion 101 and one religion elective; Accounting 213, 214; Business Administration 200, 221, 222, 313, 336; Economics 223, 224.

### Business Adminstration Course Listing (BADM 000)

**200 The Philosophy of Business (3)**

Nature and function of business; origins and basic morality of private ownership; development of free markets and capitalism; government protection, regulation, and control of business; problems of poverty and famine; inequality; conservation of resources; pollution; monopoly; trade unionism; automation; and managed currencies. Course includes discussion of business policy for corporate executives.

**221-222 Business Law (3,3)**

The student is introduced to constitutional, criminal, and tort law as they apply to ordinary business transactions, with emphasis on contracts and negotiable instruments. Included are: the divisions of property, agency, partnerships, corporations, sales, and commercial paper. Emphasis is placed on the

Uniform Commercial Code throughout the course.

**313 Principles of Marketing (3)**

A study of basic marketing principles with emphasis on customer behavior, marketing policies, programs, information, management, organizations, institutions, research, accounting concepts, and related economic theories. Case studies of various marketing activities are also included. Prerequisite: Economics 224.

**314 Corporation Finance (3)**

A study of the principles, methods, and problems relating to managing the currency and long-term financial needs of corporations. The topics studied include procedures for organizing a company; classes of securities; sources of funds; dividend policies; expansion and combination; insolvency and reorganization; government regulation; and organization and methods of the money and capital markets. Prerequisite: Accounting 214.

**320 Financial Planning (3)**

An overview of the financial planning process including: a study of the financial services industry; the marketing of financial services; ethical standards and regulations for financial planners; the economic environment of financial planning; financial and accounting fundamentals for financial planners; an integrative analysis of risk management, investment management, tax planning, retirement planning, and estate planning. Prerequisites: Accounting 214 and Economics 223.

**331 Principles of Management (3)**

A study of the basic fundamentals underlying efficient and effective application in planning and control of human and economic resources under the free enterprise system. Prerequisite: Economics 224.

**332 Human Resources Management (3)**

A study of policies, procedures, and techniques involved in the management of people so as to gain maximum rewards for the employee and the employer. Particular emphasis is placed upon managerial development and leadership. Prerequisite: Principles of Management 331.

**336 Business Communication (3)**

A study of theory and practice in communication for business purposes. Focus is primarily in three areas: the theory, process, and problems of communication;

development of effective internal communication and practice; development of effective external communication and practice. Prerequisite: Junior standing.

**345 Quantitative Methods for Business and Economics (3)**

This course intends to acquaint students with the role that quantitative methods play in business and economic decision making. It emphasizes, using computers and computer-assisted solution methods, the application of a wide variety of quantitative techniques to the solution of business and economic problems. Prerequisites: Mathematics 111 and 160.

**369 International Business (3)**

An introduction to the process, institutions, and problems associated with exporting, importing, and management of multinational business. Prerequisites: Junior standing, with courses in management and marketing.

**433 Principles of Insurance (3)**

A study of risk and insurance applied to handling of perils and hazards; covers fields of fire, property, casualty, auto, fidelity, life, and social insurance. Prerequisites: Junior standing and completion of Business Administration 222 or approval of instructor.

**435 Principles of Real Estate (3)**

Fundamental principles and problems of purchasing, owning, leasing, developing, and operating real estate; interests in realty, liens, contracts, deeds, titles, and recording as related to individuals and business organizations, and a study of the real estate market. Prerequisites: Business Administration 222 and Economics 224.

**441 Retail Management (3)**

A study of retailing institutions from the point of view of principles and methods as applied to location, layout, organization, operation, merchandising, sales promotion, and control. Another objective of this course is to give the student insight into how management makes retail decisions. Prerequisite: Economics 224.

**442 Advertising (3)**

The purpose of this course is to provide students with a basic knowledge of advertising principles and practices in the general field of business. This includes a study of the organization and functions of advertising agencies, the selection of media, evaluation methods, advertising research, and the social and economic effects and relationships in the modern American business world. Prerequisites: Economics 223, 224, and Marketing 313.

**456 Leadership Seminar (2)**

This course is designed to teach leadership as the major force behind successful organizations. Guest speakers will be utilized to discuss the type of leadership required for various types of businesses. Discussion, case studies, student reports, and films will be included. Prerequisite: junior standing.

**468 Business Policy (3)**

An integrative capstone course designed, using the case-studies approach, to bring all the functional areas to bear on the analysis and solution of business problems. Prerequisite: Senior standing.

**490 Business Internship (3)**

Business-related employment experience with an approved organization. Related term paper required. Prerequisites: junior standing (at least); declared major in Business Administration, overall grade point average of 2.0 or greater, and completion of an independent study contract.

**536 Seminar in Management (3)**

A study of the latest research materials in the behavioral science field. Field studies of modern management methods with emphasis on the value of the human element. Seminar and field study methods are employed. Prerequisites: Senior standing as a Business Administration major and permission of the instructor.

**550 The Practice of Management (3)**

A course designed to focus on an overall organization and to gain an understanding of the tasks, requirements, responsibilities, and practices of the manager. Subject matter discussed covers areas of concern with which all managers can expect to deal and in which all managers have to be literate regardless of functional background or purpose and size of their organization. Prerequisites: Senior standing as a Business Administration major and permission of the instructor.

**560 The World of Business (3)**

A course designed to relate business theory with real-world applications. Seminars, case studies, and group discussion are led by business executives. Prerequisites: Senior standing as a Business Administration major and permission of the School of Business.

**565 Production and Operations Management (PO/M) (3)**
An in-depth study of broad management issues of PO/M integrating the design and implementation of an effective production or delivery system for manufacturing and service organizations. Prerequisites: BAD 331 and BAD 345 or Graduate standing.

**567 Applied Forecasting for Managerial Decision Making (3)**
Survey of current forecasting techniques and their applications to individual business forecasts and long-range plans. The course features interactive computer analysis and an applied forecasting term project. Prerequisites: BAD 331 and BAD 345 or Graduate standing.

## ■ Computer Information Systems

**David Cooke, Chairman**

### Requirements for a Major in Computer Information Systems (BBA) (CIP 13.1314)

Accounting 213, 214, and a 300-level accounting course; Business Administration 200, 221, 222, 313, 314, 331, 336; Computer Information Systems 125, 225, 241, 242, 244, 245, 345, 351,420, 452, 462, and 470 or 490; Economics 223, 224, 453.

### Requirements for a Major in Computer Information Systems (AA) (CIP 13.1314)

English 101, 102; Math 111, 160; History 111, 112; Art or Music 131; one Natural Science course; Religion 101; PHED 185 and one PHED activity course; Accounting 213, 214; Business Administration 331, 336; Computer Information Systems 125, 225, 241, 244, 351; Economics 223, 224.

### Computer Information Systems Course Listing (CIS 000)

**125 Introduction to Computers (3)**

A study of the fundamental components and the operational capabilities of a computer system; the computer as a resource in business organizations; the general function and purpose of the microcomputer productivity tools: the use of word processing, electronic spreadsheet, and data management software.

**225 Productivity Software (3)**

Introduction to computer-assisted business analysis, including hands-on experience working with the most popular analytical software packages. This includes training in electronic spreadsheet use, manipulating data in spreadsheet and database-management systems. Prerequisite: CIS 125.

**241 COBOL Programming I (3)**

Introductory COBOL programming involves writing business application programs such as payroll, accounts payable, accounts receivable, and inventory control. Prerequisite: CIS 125.

**242 COBOL Programming II (3)**

Theory and application of the COBOL programming language is taught as used in commercial installations. Students prepare programs from applications commonly encountered in business and industry. Prerequisite: CIS 241.

**244 RPG Programming (3)**

Introduction to the RPG programming language using a problem-oriented approach. Programming concepts and techniques are taught by means of a series of programs illustrating typical business applications. Prerequisite: CIS 125.

**245 Advanced RPG Programming (3)**

More advanced RPG programming techniques are covered such as physical and logical files, interactive processing, and application development tools.

**345 Database Management (3)**

The structure, design, and development of data bases are investigated with emphasis on using the database management software as an integral component of an information system. Prerequisite: CIS 342.

**351 Systems Analysis (3)**

The analysis and design of business systems. The student will learn the concepts involved in the top-down design of a system including all aspects of the investigation, design, implementation, and evaluation of a computer system. Prerequisite: CIS 241 or 244.

**420 Data Communications (3)**

The features of centralized, decentralized, and distributed systems will be examined. The impact of distributed systems on the business enterprise will be studied via the medium of case studies. Technological implications of computer hardware, software, and communications are discussed as they relate to the design, development, and implementation of distributed dataprocessing systems. Prerequisite: CIS 345.

**452 Computer Information Systems Management (3)**

The manager's role in data processing and his relationships and responsibilities to those outside the dataprocessing activity and to those inside that activity. The importance of his role in the development of business systems is stressed as well as the latest technical concepts. Prerequisite: CIS 351.

**462 Computer Information Systems Design Project (3)**

The student analyzes, designs, and implements a new system or modifies an existing system required on campus or at a local business. Prerequisite: Completion of majority of CIS courses.

**470 Independent Study (3)**

Offered with permission of department chairman.

**490 Internship (3)**

This course provides the student with productive, on-the-job experiences and/or special assignments which help bridge the gap between the academic and business worlds. The student will work in an organization independent of the University. Performance will be evaluated in writing by supervision in that organization at least twice during the semester and by the supervising instructor. Prerequisites: Superior academic performance and approval of outside organization.

## ■ Economics

**Shahriar Mostashari, Chairman**

### Requirements for a Major in Economics (BS) (CIP 45.0601)

Accounting 213; Business Administration 200, 345; Economics 223, 224, 333, 334, 453, 459 and twelve semester hours of economics electives. Electives must be selected from junior and senior-level courses. In addition to the above, the student must complete Math 122.

### Economics Course Listing (ECON 000)

**223 Macro Economics (3)**

A study of the national economy with emphasis on economic institutions, determination of national income, economic fluctuations, functions of money and banking, the economic role of government, labor problems, international trade, and economic growth.

**224 Micro Economics (3)**

A study of the individual business firm, with emphasis on an analysis of demand, supply, and costs; production and pricing under various market conditions; allocation of economic resources and determination of the shares of the national income paid to the different factors of production.

**333 Intermediate Economic Theory (3)**

Analysis of the determination of prices and of market behavior including demand, costs and production, pricing under competitive conditions, and pricing under monopoly and other imperfectly competitive conditions. Prerequisites: Economics 223 and 224.

**334 Money, Income, and Employment (3)**

A study of the method and concepts of national income analysis with particular reference to the role of monetary and fiscal policy in maintaining full employment without inflation. Prerequisites: Economics 223 and 224.

**357 Public Finance (3)**

A study of the revenues and expenditures of federal, state, and local government with an analysis of the types of taxes and expenditures, and of government policy and its impact on full employment, economic growth, and national income. Prerequisites: Economics 223 and 224.

**448 International Finance (3)**

Topics include foreign exchange markets, exchange rate determinations, balance of payment problem, open macroeconomic policy and international financial organization. Prerequisites: Economics 223 and 224.

**449 International Trade (3)**

A study of positive and normative theories of interantional trade. Topics include: Determinations of international trade, welfare implications of inernational trade, commercial policies, and economic integration. Prerequisites: Economics 223 and 224.

**453 Money and Banking (3)**

The function and development of money, credit, and banking, with emphasis on the Federal Reserve System and its policies for maintaining economic stability. Prerequisites: Economics 223 and 224.

**454 Labor Economics (3)**

An economic analysis of labor-market conditions and labor-related issues including unemployment, wage determination, working hours, trade unions, and government policy. Human Capital theory is also introduced. Prerequisites: Economics 223 and 224.

**455 Comparative Economic Systems (3)**

Comparative analyses of the economic theories, institutions, and operation of communist, socialist, fascist, and capitalist systems. Prerequisites: Economics 223 and 224.

**456 History of Economic Doctrine (3)**

A survey of the development of economic thought from ancient times until the present, the relation of economic doctrines to the problems of the period, and to the other sciences. Prerequisites: Economics 223 and 224.

**459 Senior Seminar in Economics (3)**

Selected topics with small classes. Prerequisites: Economics 223 and 224.

**460 Independent Study (3)**

Offered with permission of department chairman.

**490 Economics Internship (3)**

Economics-related employment experience with an approved organization.

Related term paper required. Prerequisites: junior standing (at least), declared major in Economics, overall grade point average of 2.0 or greater, and completion of an independent study contract.

## ■ Trust Management

**James Witherspoon, Director**

### Requirements for a Major in Trust Management (BBA) (CIP 52.0201)

Accounting 213, 214, 333, 334; Business Administration 200, 221, 222, 314, 320, 336, 433, 435; Computer Information Systems 125; Economics 223, 224, 453; Trust Management 330, 430,431, 515, 530, 531, 532, 533, 534, 535, 536, 537, 538. In order to receive the Trust Certificate, Trust Management graduates must earn a minimum overall grade point average of 2.50.

### Trust Management Course Listing (TRUS 000)

**330 Wills, Estates, and Trusts (3)**

A course designed to introduce students to the subject of property and interests therein, the distribution of property by intestacy or by will, trusts as dispositive devices, and the planning and administration of property in estates and trusts.

**430 Fiduciary Law (3)**

A study of the origin and nature of trusts, methods of creating a trust, necessity of trust property, capacity to be a trustee, definiteness of beneficiaries and the transfer of their interests. Prerequisite: Trust 330

**431 Introductory Investments (3)**

A study of the field of investments, the securities markets--classes and characteristics of each, mathematics of investment, criteria of selection and investment strategies, semester case problem on portfolio organization and management. Prerequisites: Accounting 214 and Corporate Finance 314 or approval of instructor.

**490 Trust Internship (3)**

A trust or financial planning-related employment experience with an approved organization. Related term paper required. Prerequisites: Junior standing (at least), declared major in Trust Management, overall grade point average of 2.0 or greater, and completion of an independent study contract.

**515 Operational Functions of a Trust Department (3)**

A study of organization staffing, policies, control procedures, and administration of a trust department. Provides the student with a foundation for understanding the role of effective management in achieving adequate profitableness in a trust department. Emphasis is placed on the application of Regulation 9 of the Comptroller of the Currency and techniques for the development of new trust business, including prospecting techniques, sales talks, establishment of new business goals, and maintenance of records. Prerequisites: Trust 330 and 430.

**530 Fiduciary Law (3)**

A study of the administration of trusts, the duties and powers of the trustee, the liabilities of the trustee, and remedies of the beneficiary of third persons, the investment of trust funds, allocation and apportionment of receipts and expenses between principal and income, and the termination or modification of a trust. Prerequisite: Trust 430.

**531 Advanced Investments (3)**

A study of the theories, methods, and techniques of security analysis of equity and debt obligations, portfolio management, corporate fiduciary policies and practices, application of computer techniques to analysis and selection, and emphasis placed on case problems. Prerequisite: Trust 431.

**532 Estate Planning Seminar (3)**

A study of the principles of interstate law, taxes, and techniques of planning the disposition of property by will and trust. Fields covered include wills, inter-vivos trusts, insurance trusts, pension and profit-sharing trusts, and business buy-sell agreements. Semester case problem requires analysis and development of a plan and presentation to live participants. Considerable emphasis is placed on new business development and postmortem planning. Prerequisites: Trust 530 and 533, or approval of instructor.

**533 Taxation (3)**

A study of the basic principles and major problems of federal estate and gift tax laws in light of the Tax Reform Acts. Attention will be given to the problems of local inheritance tax laws with particular attention to recent changes. Prerequisite: Accounting 333.

**534 Trust Marketing (3)**

A practical investigation of the marketing process from the trust banker's perspective. Topics include the evolution of the market for trust services, market opportunity assessment, market segmentation, development of marketing strategy, pricing of services, and personal selling. Prerequisite: Senior standing in the Trust Management Program.

**535 Estate Administration and Accounting (3)**

A senior seminar course for trust majors based on a case problem. The case covers the entire period of administration of an estate and focuses upon the major fiduciary functions of administrative law and court proceedings. Required is the preparation of gift, estate, and income tax returns; investment review; accounting procedures which require the student to inventory assets and set up and operate a set of accounting ledgers and records for the discharge of fiduciary responsibility, including post mortem planning; prepare all necessary court accounting and make final contribution per terms of the Last Will and Testament.

**536 Qualified Retirement Plans (3)**

A course designed to familiarize the student with the concept of IRS-approved retirement plans, terms used in retirement planning, and the basic concepts used in designing the two basic retirement plans-Defined Benefit Pension Plans and Deferred Profit-Sharing Plans. The course will attempt to answer basic questions and provide a general working knowledge of the field. Over the semester, students will develop a Corporate Retirement Plan. Administration, investment portfolio functions, reports and allocation of assets will be emphasized. Prerequisites: Accounting 333, Trust 431and 533.

**537 Senior Trust Seminar (1)**

A senior seminar course designed to expose students to current issues facing trust institutions. Trust professionals regularly attend the sessions. Examples of session topics include ethical conduct in the trust business, marketing trust services, fiduciary malpractice, and environmental liability. Prerequisite: Senior standing in the Trust Management Program.

**538 Trust Administration (3)**

An examination of the administration and distribution of property placed in trust by individuals, corporations, charitable institutions, and units of government. Prerequisite: Trust 530

## ■ School of Education

**Dean: Dr. Giesbrecht**
**Professional Education Programs: Dr. Giesbrecht, Dean and Certification Officer**
**Home Economics: Mrs. Tuck, Department Chair**
**Psychology: Dr. Taylor, Department Chair**
**Social Work: Dr. White, Department Chair**

The School of Education includes the undergraduate and graduate Professional Education Programs, the Department of Home Economics, the Department of Psychology, and the Department of Social Work. The School offers majors leading to the Bachelor of Science degree in the following areas: elementary education, middle grades education, home economics education, general home economics, clothing-textiles-fashion merchandising, home furnishings merchandising, food service management, psychology, and social work.

In addition, the School of Education offers the professional education component for undergraduate teacher certification in biology, English, French, history, home economics, mathematics, music, physical education, social studies, and Spanish.

### Purpose

The mission of the School of Education is to develop professionals in the fields of education, home economics, psychology, and social work for service, primarily but not exclusively, in rural settings. To accomplish this mission, a carefully planned sequence of educational experiences that blends the theoretical, the professional, and the practical and that emphasizes the development of problem-solving skills is provided by each one of the four major program areas. Professional Education extends the scope of this goal by providing graduate programs at the master's and education specialist levels.

### Accreditation

All of Campbell University's undergraduate and graduate professional education programs are fully accredited by the Southern Association of Colleges and Schools, the North Carolina Department of Public Instruction, and the National Council for the Accreditation of Teacher Education. The last accreditation review took place in November of 1991.

## Graduate Programs in Education

Graduate programs in professional education were begun in the summer of 1977. Programs leading to the Master of Education degree are offered in the following areas: administration, curriculum-instructional specialization (supervision), counselor education, elementary education, middle grades education, English education, mathematics education, physical education, and social science education. A sixth-year degree program (Education Specialist) is offered in the area of administration.

## ■ Education

**Professors: Dr. Turner, Dr. Taylor**
**Associate Professors: Dr. Calloway, Dr. Davenport, Dr. Giesbrecht, Mrs. Gray**
**Assistant Professors: Dr. Blake, Dr. Carruthers, Dr. Enzor, Dr. Hatcher, Dr. Henry, Dr. Kendrick**
**Adjunct Instructor: Dr. Nery**
**Adjunct Clinical Instructors: Mr. Godwin, Mrs. Johnson**
**Professional Education Program Coordinators:**
**Coordinator of Field Experiences and Clinical Faculty, Mrs. Gray**
**Coordinator of Undergraduate Elementary Education, Mrs. Gray**
**Coordinator of Undergraduate Middle Grades Education, Dr. Blake**
**Coordinator of Undergraduate Secondary, K-12, and Vocational Education, Dr. Turner**
**Discipline Coordinator for Biology, Dr. Everhart**
**Discipline Coordinator for English, Mrs. Pake**
**Discipline Coordinator for Foreign Languages, Dr. Steegar**
**Discipline Coordinator for Home Economics, Mrs. Tuck**
**Discipline Coordinator for Mathematics, Mrs. Todd**
**Discipline Coordinator for Music Education, Dr. Scarborough**
**Discipline Coordinator for Physical Education, Dr. Freeman**
**Discipline Coordinator for Social Studies, Dr. Martin**

### Admission Policy for Teacher Education

All students desiring a program leading to teacher certification must be formally approved for (1) admission to the Teacher Education Program and (2) admission to student teaching. Admission to and completion of student teaching do not guarantee certification.

Application for admission to the teacher education program should be submitted the second semester of the student's sophomore year and prior to March 1 or November 1.

### Criteria for Admission to the Program

The criteria for admission to the program include the following:

1. A grade point average of 2.5 or better in overall scholastic work and a grade point average of 2.0 or better in the major field; a "C" or better in all professional education courses that have been attempted.
2. Approval of the major department and of the School of Education.
3. No conditions or probations, academic or otherwise.
4. Satisfactory scores on Core Batteries I and II of the National Teacher

Examination (NTE), General Knowledge and Communication Skills.

5. Recommendation by two faculty members, one of whom must be a faculty member from the School of Education.

Application for admission to the K-6 or 6-9 practicum must be submitted by February 15. All applications for admission to student teaching must be submitted by September 15 of the senior year.

### Criteria for Admission to Student Teaching

Criteria for admission to student teaching include the following:

1. A grade point average of 2.50 or better for all scholastic work, a grade point average of 2.00 or better in the major field or concentration, and a "C" or better in all professional education courses that have been attempted. These averages must be met by the beginning of the semester the student plans to student teach.
2. Approval of major department and the School of Education.
3. No probation, academic or otherwise.

### Qualifications for a North Carolina Class "A" Teaching Certificate

To qualify for a North Carolina Class A teaching certificate, a Bachelor of Arts or Bachelor of Science degree must be earned in one of the programs listed below. In addition, all professional education requirements must be met, and satisfactory scores on the three core batteries and the appropriate specialty area test of the National Teacher Examination (NTE) must be received by the Dean's office.

### Course Requirements for the Professional Education Programs

### Elementary Education (K-6) (CIP 13.1202)

The elementary education (K-6) program is designed to prepare a student for certification to teach at the elementary school level. Course requirements for the Bachelor of Science degree in the elementary education area are as follows:

English 101, 102, 201 or 202, 203 or 204, and 303; Foreign Language 201 and 202[1]; Music 321; Art 321; Drama 115; History 111, 112, 221 or 222, and 331 or 332; Government 229; Geography 113 or 114; Sociology 345; Math 111, 203; Psychology 222 and 373; Religion 101 and a religion elective; two laboratory science courses[2]; PHED 111 or 112 and 185; PESM 224 and 334;

[1] To fulfill the foreign language requirement, the student must pass 201 and 202, or if starting a new language, the student must pass 101, 102, and 201, with all courses in the same language.

[2] Sied 117 is recommended as one of the two courses.

Educ 131, 221, 300, 341, 351, 431, 433, 435, 440, 448, 450, 454, 456, and 457.

### Middle Grades (6-9) (CIP 13.1203)

The Bachelor of Science degree with a major in middle grades education requires two concentration areas, social studies and language arts, in addition to the core curriculum and professional education courses. All majors are required to take the following courses:

English 101, 102, 201 or 202, 203 or 204, and 303; History 111 and 112; Government 229; Sociology 345; Foreign Language 201 and 202[1]; Religion 101 and a religion elective; Two laboratory science courses (SIED 117 is recommended); Mathematics 111 and 203; Physical Education 111 or 112 and 185; PESM 224 and 334; Psychology 222; Art 321; Drama 115; Educ 131, 221, 341, 352, 431, 434, 436, 441, 449, 451, 454, 456 and 457; **plus all coursework in the following concentration areas:**

Social Studies Concentration: History 221, 222, 331 or 332, 351, and 353; Geography 113 or 114; Sociology 345.

Language Arts Concentration: English 302; Drama 115 and 131; Educ 300.

A grade of "C" or better must be earned for all concentration area courses.

[1] To fulfill the foreign language requirement, the student must pass 201 and 202, or if starting a new language, the student must pass 101, 102, and 201, with all courses in the same language.

### Professional Education Sequence (Secondary, Music, Physical Education, and Foreign Languages)

All students seeking teacher certification are required to take Art 131, Music 131, or Drama 131 which will meet the general education requirement for the fine arts area. They must also complete two mathematics courses as designated by the major with CIS 125, Introduction to Computers, strongly recommended. Additional required general education requirements include two laboratory science courses, Religion 101 and a religion elective, PHED 185 and one activity course (PHED 11 or 112), and Psychology 222. Students desiring professional certification in a secondary teaching area (9-12), foreign language (K-12), music (K-12), or physical education (K-12) must meet all the admission criteria of the Teacher Education Program and complete the following courses: Educ 221, 341, 431, 432[2], 452; Educ 441, 453, 454, and the subject area methods course, which are all offered in the spring semester of the senior year as block courses prior to student teaching; Educ 458, Student Teaching; and Psychology 222.

[2] Home economics, music and physical education majors take the equivalent field experiences within the major.

## Certification Requirements for Secondary Teaching Areas, Music, Physical Education, and Foreign Languages (Discipline Area Requirements)

### Biology (CIP 13.1322)

A minimum of thirty-five semester hours including Biology 111, 202, 203, 205, 327, 342, and 437; Mathematics 112 and 160; Chemistry 111, 113, and 227; Physics 221 and 222; Science Education 453; and the professional education sequence.

### English (CIP 13.1305)

English 101, 102, 201, 202, 203, 204, 302 , 303, 407, 408, 409 or 411, 410, 453; at least three of the following survey courses: 401, 202, 403, 404, 405, and 406; and the professional education sequence.

### French (CIP 13.1325)

French 201, 202, 221, 222, 231, 232, 250, 300, 301, 340 or 350, 360, 400, 453; four French electives above the 300 level; and the professional education sequence.

### History (Social Studies Certification) (CIP 13.1328)

History 111, 112, 221, and 222; six semester hours from 300 and 400-level courses in each of two of the following three areas and three semester hours in the third area for a total of fifteen semester hours: U.S. history, European history, and Third World history; History 451, 453, and two history electives; Government 229 and a government elective; Economics 223 and 224; six semester hours of geography; Sociology 225 and a sociology elective; and the professional education sequence.

### Home Economics (CIP 13.1308)

Home Economics 111, 112, 213, 227, 300, 332, 334, 336, 348, 365, 401, 438, 445, 455,and 448; and the professional education sequence.

### Mathematics (CIP 13.1311)

Twenty-nine semester hours in mathematics above the 200-level including courses in linear algebra, geometry, probability and statistics, modern algebra, and computer science; and the professional education sequence. It is recommended that eight semester hours of physics or chemistry be completed as well.

### Music Education (K-12 Certification) (CIP 13.1312)

All music majors require Music 101, 102, 103, 104, 132, 133, 201, 202, 203, 204, 221, 263, 264, 265, 266, 267, 331, 332, 432, and 453. Music Education (vocal-keyboard) includes the following in addition to the above: Music 222, 421, and 422; Half-recital the senior year; and the professional education sequence. Music Education (instrumental) includes the following, in addition to the above: Music 323, 401, and 423; minor applied instrument (wind); Half-recital the senior year; and the professional education sequence. Wind majors must enroll in an applied wind instrument opposite of the family of their major instrument. Percussion majors must enroll in an applied woodwind and brass instrument, substituting for percussion methods. Education 432 is waived for music if students have had early field experiences through courses in the major.

### Physical Education (K-12 Certification) (CIP 13.1314)

Physical Education and Sport Management (PESM) 131, 132, 201, 202, 311, 331, 336, 338, 339, 340, 425, 426, 431, and 432; and the professional education sequence.

### Social Science (CIP 13.1317)

For social studies certification, history or government must be selected as the concentration area and a total of twenty-four semester hours of credit in the chosen discipline must be completed. Core requirements for both concentration areas include the completion of six semester hours from each of the following: economics, sociology, and geography; History 111, 112, 221, 222, 453, and the professional education sequence must also be completed. In addition, for a history concentration, six semester hours must be completed from 300 and 400-level courses in one of the following three areas - U.S. history, European history or Third World history; six semester hours of upper-level history electives; and six semester hours in government. In addition to the core courses listed above for both concentration areas, the government concentration requires Government 229, 230, three government electives, and three additional government electives, at least one each, from three of the following four groups of courses: (1) Government 336, 337, 338, or 340 (2) Government 341, 342, 343, 345, or 448 (3) Government 443, 445, 446, or 447 and (4) Government 449 or 450.

### Spanish (CIP 13. 1330)

Spanish 201, 202, 221, 222, 231, 232, 241, 242, 250, 331, 341, 400, 453; two Spanish electives above the 300 level; and the professional education sequence.

## Education Course Listing (EDUC 000)

### 131 Introduction to Fine Arts (3)

A course designed for elementary and middle grades education majors which presents an introduction to the fine arts: music, visual arts, and drama. Emphasis is placed on understanding the fine arts as integral experiences in the development of the total child. Offered in the fall and spring.

### 221 Introduction to Education (3)

A study of the development of our modern educational system, with emphasis on historical background and development, aims of education in a democracy, duties of the teacher, purpose and development of the curriculum, facilities, support, and control of the schools. The course is designed to be a foundation for further study in education as well as a general college elective. Field experiences are included. Required of all prospective teachers. Offered in the fall, spring, and summer.

### 300 Literature for Children and Young People (3)

A course designed for elementary education (K-6) and middle grades education (6-9) majors which includes the reading and evaluation of literature for children. Special attention is paid to providing an integrated approach to literature and the fine arts. Methods designed to encourage children to read and enjoy books are explored. Offered in the fall.

### 341 Child and Adolescent Development (3)

A study of prenatal development and infancy, physical growth and development, development of motor abilities, the language and thought of the child and adolescent, children's play and interests, adolescent interests, emotional factors, parent-child relationships, and psychosocial development. Field experiences are included. Required of all prospective teachers. Prerequisite: Psychology 222. Offered in the fall, spring, and summer.

### 351 Elementary Education Curriculum (3)

A study of the development, philosophy, and goals of the K-6 school with particular attention paid to the curriculum, organizational patterns, and classroom management. Emphasis is placed on planning and evaluating developmentally appropriate experiences for children aged five through twelve, including those with special needs. Field experiences are included. Prerequisite: Education 221. Offered in the spring.

**352 Middle Grades Curriculum (3)**

A study of the development, philosophy, and goals of the 6-9 school with particular attention paid to curriculum, organizational patterns, and classroom management. Emphasis is placed on planning and evaluating appropriate experiences for preadolescent and early adolescent students aged twelve through fourteen or fifteen. Field experiences are included. Prerequisite: Education 221. Offered in the spring.

**373 Exceptional Children (3) (Psychology 373)**

A study of issues related to the identification, assessment, and instruction of children with special needs, including the academically gifted. The course includes an examination of current definitions of exceptionality, legal issues, teaching strategies, coordination with families and community agencies, and the professional responsibility of the teacher. Prerequisite: Psychology 222. Offered in the fall.

**431 Educational Psychology (3)**

A study of the application of psychological principles to teaching and learning. Theories of learning, principles of motivation, intelligence, learning styles, teaching models, diagnostic techniques, student evaluation, and research methods are studied. Also considered are the implications for education of computer technology and multicultural diversity. Throughout the course, emphasis is placed on using and learning to teach problem-solving strategies. Prerequisite: Psychology 222. Offered in the fall and spring.

**432 Practicum (1)**

A course taken in conjunction with Education 431 to give secondary and K-12 majors an opportunity to observe and work with public school students. Offered in the fall and spring.

**433 Language Arts for Elementary Education (3)**

A course emphasizing an integrated, holistic approach to language arts (communication skills) instruction. Developmental theory, diagnostic-prescriptive teaching approaches, and both formal and informal assessment models are utilized in building and understanding the purpose and structure of the language arts program at the K-6 level. Field experiences are included. Required for elementary education certification. Offered in the fall.

**434 Language Arts for Middle Grades Education (3)**

Communication skills instruction approached from an integrated, holistic perspective. Developmental and instructional theories are presented as a basis for understanding the purposes and structure of the language arts program designed for the middle grades. Field experiences are included. Required for middle grades certification. Offered in the fall.

**435 Mathematics for Elementary Education (2)**

Techniques and methods for teaching mathematics to young children are explored. Special emphasis is given to the use of three-dimensional materials in developing mathematical concepts such as classifying, ordering, the language of sets, one-to-one correspondence, and cardinal and ordinal use of numbers. Laboratory work provides a deeper understanding of mathematical concepts and also experiences with methods and materials appropriate for classroom and laboratory work. Prerequisites: Math 111 and 203 or equivalent. Required for elementary education certification. Offered in the spring.

**436 Mathematics for Middle Grades Education (2)**

Techniques and methods for teaching mathematics to preadolescent and early adolescent students are investigated. Special emphasis is placed on the developmental nature of the mathematics program, on concept development, on independent thinking, and on developing in the preadolescent and early adolescent an understanding of the number system. Laboratory work provides a deeper understanding of mathematical concepts and also experiences with methods and materials appropriate for classroom and laboratory work. Prerequisites: Math 111 and 203 or equivalent. Required for middle grades certification. Offered in the spring.

**440 Teaching Reading in the Elementary Grades (3)**

A study of the principles of teaching elementary school students to read. The course stresses methods, materials, and basic research in reading. The role played by reading in the communication skills curriculum as well as instructional techniques for the content (subject) areas are investigated. Field experiences are included. Required for elementary education certification. Offered in the fall.

**441 Teaching Reading in the Middle and Secondary School (3)**

A survey course that considers the nature of reading and a variety of strategies and materials for teaching reading in the content areas. Field experiences in schools constitute part of the course requirements. Required for middle grades and secondary certification. Offered in the spring.

**448 Social Studies for Elementary Education (2)**

A study of the development of multidisciplinary basic social studies concepts and understanding of individual and group relationships appropriate for young children. Emphasis is placed on curriculum development, techniques for developing classroom experiences that encourage social growth, cultural awareness, independence, and a personal value system. Required for elementary education certification. Offered in the spring.

**449 Social Studies for Middle Grades Education (2)**

An integrated multidisciplinary study of the interaction of people in diverse cultural and geophysical environments for prospective teachers of preadolescent and early adolescent students. Emphasis is placed on the structure and process of the social studies involving all the social science disciplines. Specific attention is given to developing a social studies curriculum, establishing objectives, planning units, developing a general teaching model, evaluating behavioral changes, and selecting and utilizing teaching materials, specialized equipment, and resources. Required for middle grades certification. Offered in the spring.

**450 Science Curriculum, Methods, and Materials for Elementary Education (2)**

A study of curricular trends, the structure of science education, and techniques of instruction. Emphasis is placed on process skills, group instruction, individualized learning through interest centers, development of natural and human field resources, and evaluation and integration of science concepts and skills into the total learning environment for young children. Required for elementary education certification. Offered in the spring.

**451 Science Curriculum, Methods, and Materials for the Middle Grades (2)**

A study of curricular trends, the structure of science education, and techniques of instruction. Emphasis is placed on process skills, class instruction, individual learning through interest centers, development of natural and human field resources, and evaluation and integration of science concepts and skills in the life patterns of preadolescent and early adolescent pupils. Required for middle grades certification. Offered in the spring.

**452 The Secondary School (3)**

A study of the history and philosophy of the secondary school; the relationship of elementary to secondary education, the aims, purposes and practices of the secondary curriculum, the place of guidance and counseling in secondary education, and an evaluation of the comprehensive high school. Field experiences are included. Required for secondary certification. Offered in the spring.

**453 General Methods for Teaching in the Secondary School (3)**

A study of the general methods, techniques, practices, instructional materials, and teaching methods appropriate to secondary school teaching. This course is open only to seniors, is scheduled in the student teaching semester, and is taught in conjunction with the courses in specific methods and materials for each discipline-area major. Both the general methods and subject-area methods courses are required for certification. Offered in the spring.

**454 Student Teaching Seminar (3)**

A series of seminars and workshops on such topics as the educational uses of computers, non-print media, classroom management, record-keeping, legal matters, and other issues pertinent to the needs of student teachers. Offered in the fall and spring.

**456 Practicum (Elementary Education, Middle Grades) (3)**

The practicum is a 150-hour field experience taken during the fall semester of the senior year by all K-9 majors in conjunction with methods courses. Students observe, assist, and carry out instruction in a public school classroom under the supervision of cooperating teachers and education faculty members. Prerequisites: 2.5 GPA and “C” or better in all professional education courses. Offered in the fall.

**457 Student Teaching (Elementary Education, Middle Grades) (6)**

Student teaching is a ten-week full-time experience designed for the spring of the senior year. The student teacher observes, assists, and ultimately takes charge of regularly scheduled classes in a school. Members of the education faculty and cooperating teachers supervise and evaluate the student teacher. Prerequisites: GPA of 2.5 and “C” or better in all professional courses (including the concentration area), satisfactory completion of the practicum, and admission to student teaching. Offered in the spring.

**458 Student Teaching (Secondary, K-12, and Vocational) (6)**

Student teaching is conducted on a full-time basis during the second half of the second semester of the senior year. The student teacher observes, aids, and ultimately assumes charge of regularly scheduled classes in a school. Each student teacher participates in planning and evaluative sessions with the education faculty and others concerned. Members of the education faculty, subject matter specialists, and cooperating teachers work together in the assignment and supervision of the student teacher. Prerequisites: “C” or better in all professional educational courses (including in the concentration area), a GPA of at least 2.5, and admission to the student teaching phase of the teacher education program. Offered in the spring only.

CAMPBELL
CAMELS

## ■ Home Economics

**Associate Professors: Dr. Calloway, Mrs. Tuck**

### Requirements for a Major in Home Economics (CIP 19.0101)

A candidate for the Bachelor of Science degree with a major in home economics must satisfactorily complete the general college curriculum requirements, the home economics core courses, and courses specific to each area of concentration as follows:

### Home Economics Core Courses

Home Economics 111, 112, 213, 227, 332, 336 or 341, 365, 445, and 455.

### Home Economics Education (CIP 13.1308)

Home Economics 300, 334, 336, 348, 438, 448 and 453; Education 221, 341, 431, 441, 452, 453, 454, and 458.

### Clothing/Fashion Merchandising (CIP 19.0901)

Home Economics 222 and 456; Art 101; Economics 223 and 224; Business Administration 313, 331, 332, 441, and 442.

### Home Decorating and Equipment (CIP 19.0698)

Home Economics 199, 299, 313, 348, 356, and 399; Art 101 and 201; Economics 223 and 224; Business Administration 313, 331, 332, 441, and 442.

### Food Service Management (CIP 19.0505)

Home Economics 221, 321, 327, 328, 421, and 431; Economics 223 and 224; Business Administration 313, 331, 332, 441, and 442.

### General Home Economics (CIP 19.0101)

Home Economics electives and other related electives to complete the 128 hours needed for graduation.

### Home Economics Course Listing (HECO 000)

#### 111 Food Science (3)

A study of basic scientific principles of food preparation, with emphasis on selection, purchasing, storage, and preservation. Laboratory work is coordinated with the lectures. Offered in the fall.

**221 Meal Management (3)**

A study of menu planning, marketing, meal preparation, and table service. The course includes a laboratory. Prerequisite: Home Economics 111. Offered in the spring.

**227 Nutrition (2)**

A study of the fundamentals of human nutrition, with emphasis on nutrients and factors which affect their utilization in the human body. Open to all students. Offered in the fall.

**321 Quantity Cookery (3)**

A study of management principles in quantity food preparation by standard methods of food production, institutional meal planning, food preparation, merchandising, food cost control, equipment care and sanitation, and food service personnel management. The laboratory is coordinated with the lectures. Prerequisite: Home Economics 221. Offered only every even year in the fall.

**327 Nutrition and Dietetics (3)**

An investigation of the principles of nutrition, an introduction to the biochemical and physiological aspects of nutrient metabolism, and a study of the development and uses of therapeutic diets. Prerequisite: Home Economics 227. Offered only every odd year during the spring.

**328 Sanitation and Safety (3)**

A study of the causes, effects, and procedures for prevention of food service-related illness and injury. The course includes safety procedures and practices in food service. Offered in the fall.

**421 Food Service Management (3)**

A study of the principles that apply to the management of food service personnel, cost analysis and control, procurement system analysis, and planning and organizing food service operations. Offered in the spring.

**431 Food Service Management Supervised Experience (6)**

Field experience under direct supervision of a registered dietitian. Offered as needed.

## Child Development And Family Relationships

**336 Preschool and Day Care Administration and Curriculum (3)**

A study of developmentally appropriate practices for programs serving children from birth through age five. Emphasis is placed on developing skills in planning and administering preschool and day care programs. Twenty-five hours of observation in a licensed day care center are required. Offered in the spring.

**341 Child and Adolescent Development (3) (Education 341)**

A study of prenatal development and infancy, physical growth and development, development of motor abilities, the language and thought of the child and adolescent, children's play and interests, adolescent interests, emotional factors, parent-child relationships, and psychosocial development. Field experiences are included. Required of all prospective teachers. Prerequisite: Psychology 222. Offered in the fall, spring, and summer.

**365 Family Relationships (3)**

A study which includes the interpersonal relationships of family members as factors influencing individual development. The problems associated with individual adjustments and group relationships are also investigated. The emphasis is on developing a democratic orientation to family living. Offered in the fall.

## Clothing and Textiles

**112 Clothing Selection, Dress Design, and Construction (3)**

A study of the fundamental principles of the selection, care, and design of clothing. Guidelines for the consumer are also considered. The laboratory experience involves garment construction. Offered in the spring.

**222 Fashion Apparel Fundamentals and Tailoring (3)**

A study of the functions of fashion markets, the social and economic impact of fashion apparel, fashion designers, fashion merchandising, and merchandise promotion. The laboratory centers on aspects of tailoring. Offered in the fall.

**332 Textiles (3)**

A study of the properties, composition, identification, and manufacturing procedures of textiles. Also included are the selection, care, and use of fabrics. A laboratory is coordinated with the lectures. Offered in the fall.

## Housing, Interior Design, and Management

### 107 Contemporary Housing and Management (2)

A course designed to aid young men and women in understanding problems in everyday living, with emphasis on the role played by the functional, economic, and aesthetic qualities of suitable housing. A study of how design influences the comfort, convenience, and character of housing is included. There is also a consideration of construction methods, building materials, and the amenities of contemporary housing as influenced by our architectural heritage. Offered in the fall.

### 199 Home Planning and Architectural Drawing (3)

A study of the basic needs and preferences in housing, with an emphasis on functional design. Expertise in drawing homes to scale using architectural equipment and symbols is developed. Offered in the fall.

### 213 The House and Its Furnishings (3)

A study of planning and furnishing houses from an aesthetic and functional standpoint. Practical problems of home planning in relation to family needs and income; the selection, construction, and use of furnishings exemplifying good taste and individuality are considered. The laboratory is coordinated with the topics covered. Offered in the fall.

### 299 Interior Design and Decoration (3)

An extensive study of period decoration, including dominant influences and characteristics of historical interiors, furniture, ornamental design, and architecture. The elements of design, with major emphasis on color and space are investigated to reinforce and extend the basic knowledge provided by the general home furnishings course. Prerequisite: Home Economics 213. Offered in the fall.

### 313 Home Furnishings Workshop (2)

A practical experience in the selection and construction of furnishings for the home. Included are furniture refinishing and covering, drapery making, and the making of small accessories. In addition, students work with a furniture store or interior designer. Offered in the spring.

### 348 Housing (3)

A study of the social, economic, and aesthetic factors related to house design and their relationship to their environment. Offered in the spring.

**399 Problems in Interior Design (3)**

An investigation of practical problems in planning related to the use of fabrics, rugs, and carpets; furniture selection and arrangement; and the use of accessories in the traditional or contemporary home. Offered in the spring.

**445 Consumer Economics and Management (3)**

A course that focuses on the management of resources for the purpose of attaining needs and goals. Emphasis is on the role of the consumer and the study of problems related to personal and family buying. Offered in the spring.

**455 Management of Human Resources/Residence (3)**

A study which includes the principles of home management with emphasis on values as they affect the use of human resources. Application of these principles is done through residence in the home management house. Prerequisites: Home Economics 111 and 445. Offered in the fall and spring.

## Home Economics Education

**300 Home Economics Secondary School Internship (2)**

An internship in an approved secondary school for students majoring in home economics education. Supervised classroom observation for a 15-day period with an opportunity for experience in writing lesson plans, constructing assessment instruments, and assisting in the classroom. (For home economics majors only; to be taken in place of Education 432). Offered in the fall and spring.

**334 Planning and Evaluating the Home Economics Curriculum (3)**

A study of how to plan and evaluate the home economics curriculum in secondary schools as it relates to school and community programs. Observation in schools is included. Emphasis is placed on developing a knowledge of computer software designed for writing test items. Offered in the fall.

**401 Seminar: Aspects of the Personal Environment (2)**

A course designed to study the past, present, and future of home economics. Emphasis is on the history of home economics, job opportunities in the various areas of home economics, the various areas of home economics related to personal development, and global concerns of the environment. This course is required of all juniors and seniors. Offered every odd year.

**438 Job Training (3)**

A course designed for those who wish to teach in vocational education programs. Emphasis is on the role of vocational education in the vocational curriculum, sources and uses of occupational information, organizational patterns, teaching methods, and youth activities. Field experience opportunities are provided in commercial food service, child care services, and home furnishing services. Offered in the fall.

**448 Occupational Education (3)**

A study and analysis of vocational education; a study of the history, philosophy, objectives, and scope of career and vocational education, including an emphasis on occupational exploration and occupational home economics, participation in or observation of exemplary occupational home economics programs, awareness of entry and exit level of the different home economics-related occupational clusters, supervised work experiences and research in three or more of the occupational clusters, and methods of planning and implementing occupational programs. Offered in the fall.

**450 Women In Our Culture (3) (Sociology 450)**

A course examining the major contributions of women to society and culture. This course encourages students to become knowledgeable about the influence of women on a global level regarding law, public policy, education, architecture, furniture, politics, employment, the economy, religion, health, medicine, and the media. Open to all students. Offered in the spring.

**453 Methods of Teaching Home Economics (1.5)**

A study of the methods and materials appropriate for teaching home economics in grades 7 through 12. Offered in the spring.

## Internship Programs

**356 Internship in Home Furnishing Merchandising (3)**

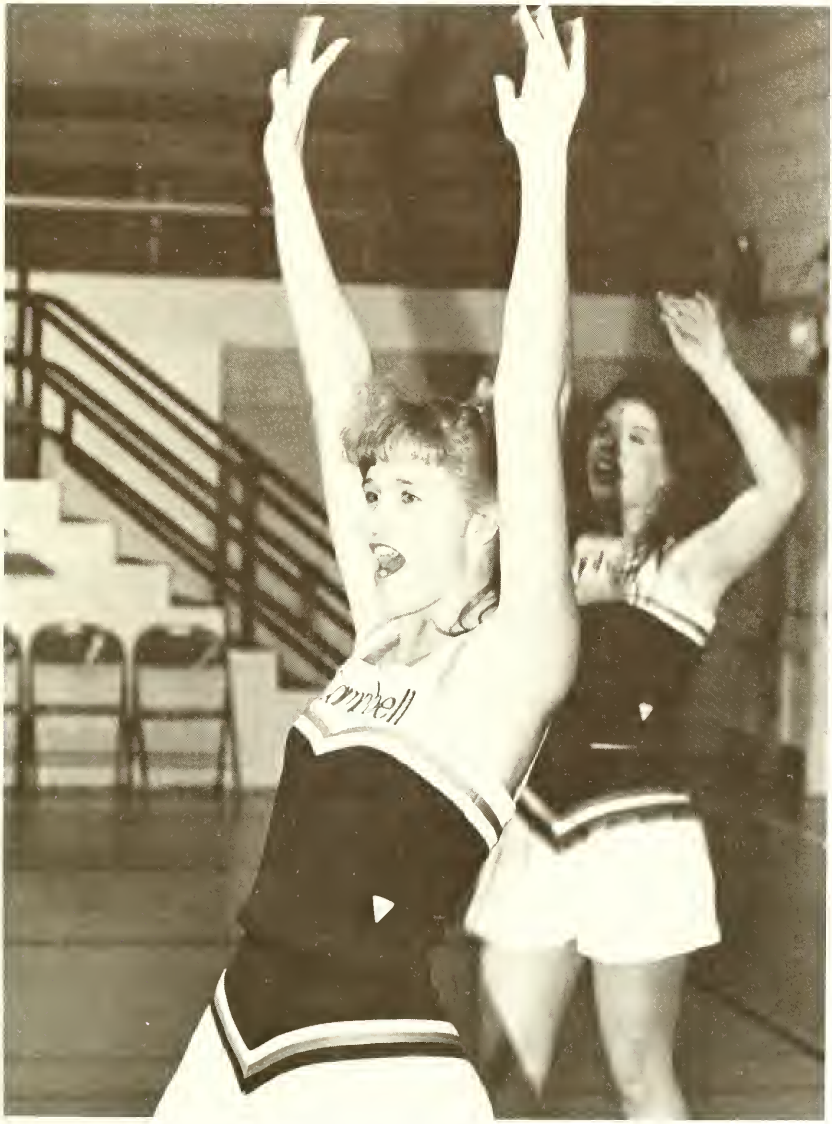
An internship program with a cooperating store for an "on-the-job training program" in home furnishing stores or decorative arts stores for a total of 360 working hours. Offered as needed.

**456 Internship in Clothing-Textiles-Fashion Merchandising (3)**

An internship program with a cooperating store for an "on-the job-training program" in fashion retailing for a total of 360 working hours. Offered as needed.

**466 Home Economics Extension Trainee Program (3)**

A supervised program with a county extension service agent in a cooperative program with the Home Economics Department. Offered only to those who are interested in home economics extension programs. Offered as needed.



## ■ Psychology and Sociology

**Professors: Dr. Cogdill, Dr. Taylor, Dr. Turner, Dr. Wallace**
**Associate Professors: Dr. Calloway, Dr. Davenport, Dr. Giesbrecht**
**Assistant Professors: Dr. Deaton, Dr. Enzor, Dr. Hatcher, Dr. Kendrick**
**Adjunct Instructor: Dr. Lee**
**Adjunct Clinical Instructor: Mr. Headen**

### Requirements for a Major in Psychology (CIP 42.0101)

Thirty-seven semester hours of courses in the major including Psychology 222, 260, 330, 364, 368, 461, 463 and 480; four psychology electives chosen from additional psychology offerings; Mathematics 160; and eight semester hours of science (Biology 111 and 112 strongly recommended) are required. No more than nine hours may be earned through practicum courses. Psychology 222 is a prerequisite to all other psychology courses.

Students considering graduate study for work in clinical or counseling psychology should take additional work in biology and sociology. Anyone planning work in experimental psychology should elect additional courses in mathematics, statistics, and chemistry. Those considering the personnel and industrial fields of psychology should elect Business Administration 331 (Management) and Economics 454 (Labor Economics).

### Psychology Course Listing (PSYC 000)

**Note: Psychology 222 is a prerequisite to all other psychology courses.**

#### 222 General Psychology (3)

A study of the various fields of psychology, the developmental process, learning, motivation, emotion, frustration and adjustment, attention and perception, memory and cognition, group dynamics, and abnormal behavior. Attention is given to the application of these topics to problems of study, self-understanding, and adjustment to the demands of society. Required of all prospective teachers. Psychology 222 is a prerequisite to all psychology courses. Offered in the fall, spring, and summer.

#### 232 Social Psychology (3) (Sociology 232)

A study of forms of interaction of personalities which characterize social life. Topics for consideration include the manner in which status and role characteristics affect personality, the behavior of small groups studied experimentally, group pressure on individual judgment, rumor, leadership, crowd behavior, and social movement. Offered in the spring.

**260 Developmental Psychology (3)**

A study of the course of human development from conception to death, including physical, moral, cognitive, emotional, and social development. Normal developmental tasks are also examined.

**266 Statistics I (3) (Math 160)**

**325 Psychological Disorders of Childhood and Adolescence (3)**

A study of the causes and treatment of various psychological disorders of childhood and adolescence, for example, anxiety disorders, depression, childhood schizophrenia, and autism. Offered in the fall of odd years.

**330 Research Methods in Behavioral and Social Sciences (4) (Sowk 330)**

An introduction to the basic methods of experimental psychology. Special emphasis is placed on increasing the student's ability to understand and evaluate scientific articles as well as to conduct and report research. Exposure to historically significant problem areas is provided. Laboratory work is an integral part of the course. Prerequisites: Math 160 and CIS 125. Offered in the spring.

**364 Psychology of Personality (3)**

A study of the normal personality, including a review of factors which influence personality and individual differences. Offered in the fall and spring.

**365 Industrial Psychology (3)**

A study of psychological principles as applied to business and industry, to employer-employee relationships, and to producer and consumer behavior. Offered on demand.

**368 Psychology of Learning (3)**

A survey of the major concepts and experimental methods for studying learning. Offered in the spring.

**369 Physiological Psychology (3)**

A study of the biological correlates of behavior. The functions and structure of the sensory and motor systems are stressed. Offered in the fall.

**372 Perception (3)**

A study of the organizing principles of perception. Topics such as perception of movement, depth, taste and smell, form, color, and illusions are examined.

**373 Exceptional Children (3) (Education 373)**

A study of issues related to the identification, assessment, and instruction of children with special needs, including the academically gifted. The course will include an examination of current definitions of exceptionality, legal issues, teaching strategies, coordination with families and community agencies, and the professional responsibility of the teacher. Offered in the fall.

**461 Abnormal Psychology (3)**

A survey of the major forms of abnormal behavior of children and adults, with an emphasis on understanding the cause, treatment, and prevention of these disorders. Prerequisites: Nine semester hours of psychology. Offered in the spring.

**463 Educational and Psychological Testing (3)**

A study of the principles of educational and psychological testing in the areas of aptitude, achievement, personality, interests, and attitudes. An examination of the various types of tests through using test manuals and the tests themselves. The application of these tests to educational and psychological measurement is addressed. Offered in the spring.

**471 Clinical Psychology (3)**

A survey of the field of clinical psychology, with emphasis on the major positions in which clinical psychologists are employed and their principal activities. Prerequisites: Psychology 364 and 461.

**475 Theories of Personality (3)**

A survey of the major personality theories ranging from Freud's theory to Existentialism. This is a seminar for psychology majors only. Offered every even year in the fall.

**480 History of Psychology (3)**

A study of the important figures, concepts, schools, and systems of psychology from the early Greek philosophers to the present.

**490 Practicum: Mental Retardation (3)**

A practicum in a setting for the developmentally disabled or an institution for the mentally retarded. At the institution, students are given the opportunity to become involved in various programs that allow for the practical application of coursework. Supervision is arranged through the staff of the institution and the faculty at Campbell. The student participates in a seminar and also writes a paper concerning his or her experiences. Offered in the fall and spring.

**492 Practicum: Techniques in Counseling (3)**

Work for approximately a half-day per week in an applied setting with a mental health counselor, public school counselor, probation officer, or psychologist. Students also participate in an on-campus seminar involving readings and discussions of various aspects of counseling. They write papers related to an aspect of counseling and their work experiences. They also develop and write papers concerning their philosophy and theory of counseling. Supervision is jointly arranged by the staff of the applied setting and the faculty. Offered in the fall.

**493 Practicum: Theory and Practice in Counseling (3)**

Work for approximately a half-day per week in an applied setting with a mental health counselor, public school counselor, probation officer, or psychologist. Students also participate in an on-campus seminar involving readings and discussions of various theories of counseling. Reports are written on selected books related to counseling and on the student's work experiences. Students also develop and write papers concerning their philosophy and theory of counseling. Supervision is jointly arranged by the staff of the applied setting and the faculty. Offered in the spring.

**497 Internship (6)**

Full-time work for selected upper class students in a human services setting during a summer session. The students are supervised by the staff of the institution and Campbell faculty and are involved in activities with a staff psychologist or mental health counselor at the respective institution or agency. Offered in the summer.

**499 Directed Study (3)**

A directed study designed to permit an advanced psychology major to investigate in detail specific problem areas relating to his or her primary field of interest. Permission must be obtained from the psychology instructor, chair, and dean.

## Sociology Course Listing (SOCI 000) (CIP 45.1101)

Note: Although the School of Education does not offer a major or minor in Sociology, the courses listed below fill General College Curriculum and other requirements and may also be taken as electives.

**225 Principles of Sociology (3)**

A study of human social interaction and society. Specific topics include cultural variations, societal institutions, collective behavior, and demographics. Offered in the fall and spring.

**226 Social Problems (3)**

The nature and extent of social problems in contemporary life examined in terms of causes and constructive methods of prevention and treatment. Offered in the fall.

**232 Social Psychology (3) (Psychology 232)**

A study of forms of interaction of personalities which characterize social life. Topics for consideration include the manner in which status and role characteristics affect personality, the behavior of small groups studied experimentally, group pressure on individual judgment, rumor, leadership, crowd behavior, and social movement. Offered in the spring.

**340 The Family (3) (Religion 340)**

A socio-cultural study of the family as an institution with emphasis on the family in its current cultural setting. Topics studied include family dynamics as they arise in the family life cycle. The religious dimension of the family is explored. Prerequisite: Religion 101. Offered in the fall.

**344 Sociology of Religion (3) (Religion 344)**

An investigation of the socio-cultural structure of American Christianity. The meaning and belonging functions of religion are explored. Offered in the fall.

**345 Human Diversity (3) (Social Work 345)**

A study of the biological, psychological, social, and cultural dimensions of human diversity. All elementary and middle grades education majors must complete this course. Offered in the spring.

**359 Juvenile Delinquency (3)**

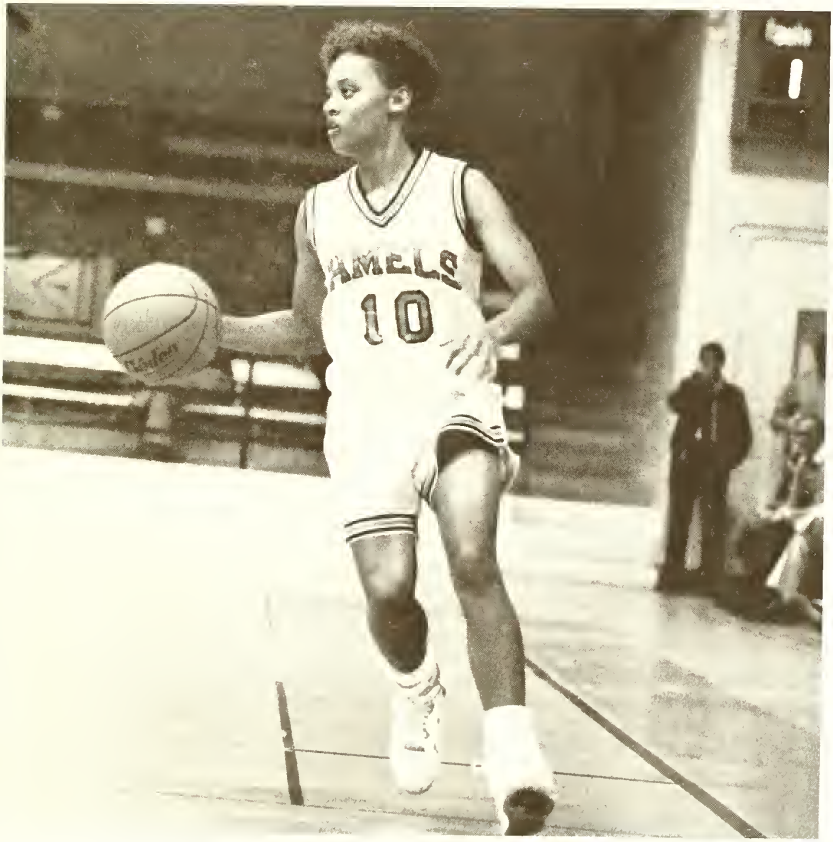
A study of delinquency as a form of socially deviant behavior. Its definition and extent, the limitations of statistics, theories of causation, the delinquent subculture, prevention, and treatment are explored.

**360 Gerontology (3)**

A study of the biological, sociological, psychological, and behavioral changes occurring in later life, from the standpoint of both the individual and society.

**450 Women In Our Culture (3) (Home Economics 450)**

A course examining the major contributions of women to society and culture. This course encourages students to become knowledgeable about the influence of women on a global level regarding law, public policy, education, architecture, furniture, politics, employment, the economy, religion, health, medicine, and the media. Open to all students. Offered in the spring.



## ■ Social Work

**Assistant Professor and Chair of the Social Work Department: Dr. White**
**Instructor: Ms. Nelson**
**Adjunct Instructor: Dr. Lee**

The social work major is designed to prepare students for entry-level generalist social work pratice with individuals, families, groups, organizations, and communities.

Academic credit for life or previous work experience will not be given in lieu of courses prefixed SOWK nor for the social work field practicum.

All candidates for a major in social work must be officially admitted to the social work program. The standards for admission to the program include:

1. Satisfactory progress and completion of the general college curriculum requirements, Social Work 201 and 290 with a grade of "C" or better.
2. Minimum grade point average of 2.25 on all work attempted.
3. Approval of faculty in the social work program.

### Requirements for a Major in Social Work (CIP 44.0701)

Social Work 201, 290, 320, 321, 330, 340, 341, 350, 351, 480, 481, 490, and 491; Biology 112; Sociology 225, 340, and 345; and Psychology 222, 364, and 461. The required mathematics courses are Math 160 and CIS 125. Sociology 340 may be counted as Religion 340.

### Social Work Course Listing (SOWK000)

#### 201 Introduction to Social Work (3)

A course offering students who think they would like to work with others an opportunity to explore the field of professional social work and to assess their own aptitude and interest in a major in social work. Students planning careers in related professions such as criminal justice, ministry, or allied health may wish to learn about social work, as well. The course includes a brief history of the profession and an overview of major social welfare needs and services in the U.S. Problems which social workers encounter in their practice with individuals, families and groups, organizations, and communities are presented, and a generalist problem-solving perspective is introduced. Students visit social work agencies and meet professional social workers. Offered in the fall and spring.

#### 290 Early Field Experiences in Social Work (3)

A course designed for students exploring social work as a career choice. It is coupled with Introduction to Social Work (201) to provide an opportunity to observe the people, places, and processes of helping. Students are assigned to a human service agency for a minimum of 65 hours during the semester. Written requirements include a journal and descriptive agency analysis. Field faculty and students complete a written evaluation of performance in the agency setting. Prerequisites: 2.0 GPA, completion of Sowk 201 with a grade of "C" or better, and permission of the Field Coordinator. Students must apply at least 30 days prior to the semester in which they plan to enroll. Offered in the fall and spring.

**320 Social Work Practice Methods I (3)**

A course for exploring the dynamics of the helping process, with opportunities to practice skills, gain knowledge, and integrate personal and professional values in the helping relationship. A problem-solving model is presented for generalist practice with individuals and families. Prerequisite: Formal admission to the major. Offered in the fall.

**321 Social Work Practice Methods II (3)**

A course providing opportunities for students to become knowledgeable about and skillful in professional helping relationships with groups, organizations, and communities. The problem-solving method is utilized in depth and skills for working with diverse populations are strengthened and expanded. Prerequisites: Formal admission to the major and completion of Sowk 320 and Sowk 350. Offered in the spring.

**330 Research Methods in Behavioral and Social Science (4) (Psychology 330)**

A course providing an introduction to basic research methods. Emphasis is placed on the student's ability to locate and understand scholarly articles, and to conduct elementary research for social work practice, including single case system designs, brief surveys, and simple program evaluation, as well as the preparation of the research report. This is a laboratory course. Prerequisites: Mathematics 160 (Statistics) and CIS 125 (Introduction to Computers). Offered in the spring.

**340 Social Welfare History and Systems (3)**
**341 Social Welfare Systems and Services (3)**

Two courses focusing on historical, economic, political, and philosophical foundations of American social welfare policy. In the first semester the origins of social welfare and the history of social welfare and social work in the United States are presented. Concepts important to understanding social welfare policy and delivering services to clients of various backgrounds and differing life experiences are studied, including that of social justice in the light of our Judaeo-Christian heritage. The impact of discrimination in American history is assessed, with a consideration of how societal inequities might be remedied. In Sowk 341 students engage in social policy analysis, in the study of social welfare systems and services, and formulate social policy recommendations in the form of written legislative testimony. Social welfare services are studied, with application to specific case situations. Students are introduced to an overview of the legal system, and to the legislation and regulations pertinent to social work generalist practice. Prerequisite: Sociology 225. Offered in the fall and spring respectively.

**345 Human Diversity (3) (SOC 345)**

A study of the biological, psychological, social, and cultural dimensions of human diversity. All elementary and middle grades education majors must complete this course. Offered in the spring.

**350-351 Human Behavior in Social Environment (3,3)**

Two courses presenting an ecological perspective on the development and functioning of individuals, families, structured groups, communities, and organizations. The dual perspective of the developing individual over the life course and the environmental processes provides the framework for understanding human behavior. Emphasis is placed on life transitions and events, on diverse social environments and contexts that support or inhibit human development and functioning, and variations in development and functioning which arise from cultural processes, race and ethnicity, gender, sexual orientation, disability, socioeconomic status, and rural/urban differences. Prerequisites: Sociology 225 and Psychology 222. Offered in the fall and spring respectively.

**360 Topics in Social Work (1-3)**

An upper-level elective open to majors and to selected junior or senior non-majors with approval of the instructor. Topics vary from semester to semester and the course may be repeated for credit with different topics. Topics in the past have included social work with older persons, social work with women, and social work with alcohol and drug dependent clients and families. Offered as needed.

**480-481 Practice Seminar (3,3)**

A practice seminar directed toward helping the student integrate field and classroom experiences and to strengthen understanding and application of generalist practice, social work research knowledge and skills, and ability to work with diverse populations in a variety of settings. Enrollment must be concurrent with Sowk 490 and Sowk 491. Offered in the fall and spring respectively.

**490-491 Field Practicum I and II (6,6)**

Social work practice in an approved agency under MSW supervision for a minimum of 450 clock hours, 225 hours each semester. Students are responsible for expenses and must possess a valid North Carolina driver's license and motor vehicle insurance. A completed request for placement must be turned in to the Field Coordinator at least 60 days prior to the session for which placement is requested. Prerequisites for Sowk 490: Completion of Sowk 320 and Sowk 350. For Sowk 491: Completion of Sowk 321 and Sowk 351. Offered in the fall and spring respectively.

| CIP Code | Degree Abbrev. | Degree Program Title | Name of Major |
|---|---|---|---|
| **Communications (09)** | | | |
| 09.0101 | BA | Communication, General | Communication |
| 09.0201 | BA | Advertising | Advertising |
| 09.0401 | BA | Journalism | Print Media |
| 09.0501 | BA | Public Relations | Public Relations |
| 09.0701 | BA | Communication | Broadcasting |
| **Computer and Information Sciences (11)** | | | |
| 11.0701 | BS | Computer and Information Sciences | General Computer Science |
| 11.0101 | BS | Computer and Information Sciences | General Computer Science |
| **Education (13)** | | | |
| 13.0101 | AA | Education, General | Education, General |
| 13.0404 | PB | Educational Supervision | Educational Supervision |
| 13.0404 | MED | Education Supervision | Education Supervision |
| 13.0405 | MED | Elementary, Middle, and Secondary Education Administration | Educational Administration |
| 13.0405 | EDD | Elementary, Middle, and Secondary Education Administration | Educational Administration |
| 13.0499 | EDD | Administration | Other Administration |
| 13.1101 | MED | Counselor Education/ Studies<br>Counselor and Guidance Service | Guidance and Counseling |
| 13.1202 | BS | Elementary Teacher Education | Early Childhood Education, K-3 |
| 13.1202 | MED | Elementary Teacher Education | Early Childhood Education, K-3 |
| 13.1203 | BS | Junior High/Intermediate/ Middle School Teacher | |

| CIP Code | Degree Abbrev. | Degree Program Title | Name of Major |
|---|---|---|---|
| | | Education | Intermediate Education, 4-9 |
| 13.1203 | MED | Junior High/Intermediate/ Middle School Teacher Education | Intermediate Education, 4-9 |
| 13.1205 | MED | Secondary Teacher Education | Secondary Education |
| 13.1305 | BA | English Teacher Education | English Education |
| 13.1305 | MED | English Teacher Education | English Education |
| 13.1308 | BS | Home Economics Teacher Education | Home Economics Education |
| 13.1311 | BS | Mathematics Teacher Education | Mathematics Education |
| 13.1311 | MED | Mathematics Teacher Education | Mathematics Education |
| 13.1312 | BS | Music Education | Music Education |
| 13.1314 | BS | Physical Education Teaching & Coaching | Physical Education & Health |
| 13.1314 | MED | Physical Education Teaching & Coaching | Physical Education & Health |
| 13.1318 | BS | Social Science Education | Social Science Education |
| 13.1322 | BS | Biology Teacher Education | Biology Education |
| 13.1325 | BS | French Education | French Education |
| 13.1328 | BS | History Teacher Education | History Education |
| 13.1330 | BS | Spanish Education | Spanish Education |

## Foreign Languages and Literatures (16)

| CIP Code | Degree Abbrev. | Degree Program Title | Name of Major |
|---|---|---|---|
| 16.0901 | BA | French Language & Literature | French |
| 16.0905 | BA | Spanish Language | |

| CIP Code | Degree Abbrev. | Degree Program Title | Name of Major |
|---|---|---|---|
| | | & Literature | Spanish |
| **Home Economics (19)** | | | |
| 19.0101 | BS | Home Economics, General | General Home Economics |
| 19.0501 | BS | Foods & Nutrition Studies, General | Food Science & Human Nutrition |
| 19.0698 | BS | Home Decoration & Home Equipment | Home Furnishing & Merchandising |
| 19.0901 | BS | Clothing/Apparel & Textile Studies | Textile Studies, Textile & Fashion Merchandising |
| 19.0505 | BS | Home Economics | Food Service Management |
| **Law and Legal Studies (22)** | | | |
| 22.0101 | JD | Law (LLB, JD) | Law (JD) |
| 22.0102 | BA | Pre-Law Studies | Pre-Law |
| **English Language and Literature/Letters (23)** | | | |
| 23.0101 | BA | English Language & Literature, General | English |
| **Biological Sciences/Life Sciences (26)** | | | |
| 26.0101 | BS | Biology, General | Biology, General |
| 26.0101 | BS | Biology, General | Biology, Pre-Professional |
| **Mathematics (27)** | | | |
| 27.0101 | BS | Mathematics | Mathematics |

| CIP Code | Degree Abbrev. | Degree Program Title | Name of Major |
|---|---|---|---|
| **Multi/Interdisciplinary Studies (30)** | | | |
| 30.0501 | BS | Peace and Conflict Studies | Military Science |
| **Parks, Recreation, Leisure and Fitness Studies (31)** | | | |
| 31.0501 | BS | Health and Physical Education, General | Physical Education - Fitness/ Wellness Management |
| 31.0503 | BS | Physical Education | Athletic Training |
| 31.0504 | BS | Sport and Fitness Administration/ Management | Physical Education - Sports Management |
| **Philosophy and Religion (38)** | | | |
| 38.0201 | BA | Religion/Religious Studies | Religion |
| 38.0201 | BA | Religion/Religious Studies | Religion and Philosophy |
| **Theological Studies and Religious Vocations (39)** | | | |
| 39.0501 | BA | Religious/Sacred Music | Church Music |
| 39.0601 | BA | Theology/Theological Studies | Christian Ministries |
| 39.0601 | BA | Church Music | Church Music |
| **Physical Sciences (40)** | | | |
| 40.0501 | BS | Chemistry, General | Chemistry |
| **Psychology (42)** | | | |
| 42.0101 | BS | Psychology, General | Psychology |

| CIP Code | Degree Abbrev. | Degree Program Title | Name of Major |
|---|---|---|---|

## Protective Services (43)

| CIP Code | Degree Abbrev. | Degree Program Title | Name of Major |
|---|---|---|---|
| 43.0103 | BAS | Criminal Justice/Law Enforcement Administration | Police Science/ Criminal Justice |

## Public Administration and Services (44)

| CIP Code | Degree Abbrev. | Degree Program Title | Name of Major |
|---|---|---|---|
| 44.0701 | BS | Social Work | Social Work |
| 44.0401 | BS | Government | Public Administration |

## Social Sciences and History (45)

| CIP Code | Degree Abbrev. | Degree Program Title | Name of Major |
|---|---|---|---|
| 45.0101 | BA,BS | Social Sciences, General | Social Sciences |
| 45.0601 | BBA | Economics, General | Economics |
| 45.0801 | BA | History, General | History |
| 45.1001 | BA,BS | Political Science and Government, General | Government |
| 45.0901 | BA | Government or History | International Studies |
| 45.1101 | BA | Sociology | Sociology |

## Visual and Performing Arts (50)

| CIP Code | Degree Abbrev. | Degree Program Title | Name of Major |
|---|---|---|---|
| 50.0501 | BA | Drama/Theater Arts, General | Drama |
| 50.0501 | BA | Drama | Theater Curriculum |
| 50.0599 | BA | Drama | Drama and Christian Ministry Curriculum |
| 50.0701 | BA | Art, General | Studio Art |
| 50.0402 | BA | Art | Graphic Design |
| 50.0404 | BA | Art | Exhibit Design |
| 50.0901 | BA | Music, General | Music |
| 50.0903 | BA | Music, General Performance | Music Performance |

| CIP Code | Degree Abbrev. | Degree Program Title | Name of Major |
|---|---|---|---|
| 50.0904 | BA | Music Theory & Composition | Music Theory & Composition |
| 50.0907 | BA | Piano and Pedagogy | Music, Piano & Pedagogy |

### Health Professions and Related Sciences (51)

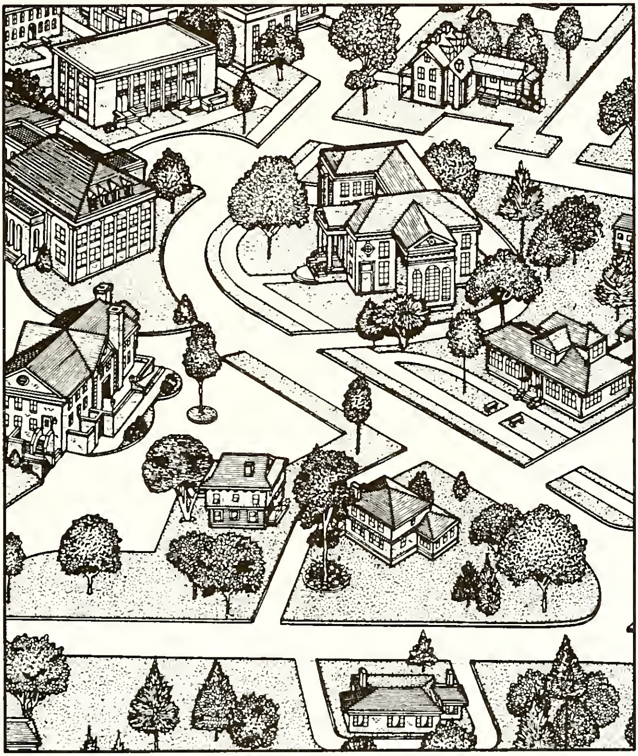
| CIP Code | Degree Abbrev. | Degree Program Title | Name of Major |
|---|---|---|---|
| 51.0807 | BAS | Physical Assistant | Physician's Assistant |
| 51.1005 | BS | Medical Technology | Medical Technology |
| 51.1005 | BAS | Medical Technology | Medical Laboratory Technology |
| 51.1103 | BS | Pre-Pharmacy Studies | Pre-Pharmacy |
| 51.2001 | PHARM D. | Pharmacy | Pharmacy |
| 51.2601 | BS | Health Aide | Physical Education/ Pre-Physical Therapy |
| 51.9992 | BAS | Allied Health Services | Miscellaneous Allied Health Service |
| 51.9998 | BS | Health Profession, General | Health Science |

### Business Management and Administrative Services (52)

| CIP Code | Degree Abbrev. | Degree Program Title | Name of Major |
|---|---|---|---|
| 52.1101 | BBA | Business Administration and Management | International Business |
| 52.0201 | BBA | Business Administration and Management | Business Administration |
| 52.0201 | MBA | Business Administration and Management | Business Administration |
| 52.0201 | BBA | Business Administration and Management | Trust Management |
| 52.0301 | BBA | Accounting | Accounting |
| 52.1201 | BBA | Management Information Science and Business Data Processing | Computer Information Science |

Campbell University (1993/95)

# CAMPBELL
# UNIVERSITY



## Directory

## Board of Trustees

### Terms Expiring 1993

| | |
|---|---|
| Mr. Woodrow Bass | Fayetteville, NC |
| Dr. Ramsey E. Cammack | Burlington, NC |
| Miss Susie A. Danner | Buies Creek, NC |
| Dr. Thomas S. Fleming | Tarboro, NC |
| Dr. Tom M. Freeman | Dunn, NC |
| Mr. K. Bruce Howard | Morehead City, NC |
| Mrs. Russell H. Johnson Jr. | Conway, NC |
| Mr. DeLeon Parker | Rocky Mount, NC |
| Mr. William A. Powell | Shallotte, NC |
| Mr. Clyde J. Rhyne | Sanford, NC |
| Mr. Edgar A. Thomas, Sr. | Lexington, NC |
| Mr. Clarence C. Willoughby | Tabor City, NC |

### Terms Expiring 1994

| | |
|---|---|
| Mrs. Mayme O. Bristow | Laurinburg, NC |
| Mr. Raymond A. Bryan, Jr. | Goldsboro, NC |
| Mr. R. D. Buie | Lenoir, NC |
| Mr. David C. Corn | Rocky Mount, NC |
| Mr. Walter L. Eakes | Durham, NC |
| Mr. Edwin R. Fuller | Salisbury, NC |
| Dr. Blanton A. Hartness | Henderson, NC |
| Mr. David H. Morrison | Elkin, NC |
| Dr. William E. Poe | Charlotte, NC |
| Mr. Nelson Strawbridge | Durham, NC |
| Mr. Jack G. Watts | Burlington, NC |
| Mr. Ed Wilson | Rocky Point, NC |

### Terms Expiring 1995

| | |
|---|---|
| Mr. Kerry W. Clippard, Sr. | Alexis, NC |
| Mrs. Lucille L. Ellis | Cary, NC |
| Mr. Joe D. Floyd, Sr. | High Point, NC |
| The Reverend James H. Johnson | Asheville, NC |
| Mr. George McLaney, Jr. | Elizabethtown, NC |
| Mr. Hugh Gordon Maxwell, III | Goldsboro, NC |
| Dr. P. C. Purvis | Fairmont, NC |
| Mr. A. Lee Royal | Charlotte, NC |
| Mrs. Chloe A. Scott | Selma, NC |
| Mr. Willard D. Small | Fair Bluff, NC |
| Mr. Harold B. Wells | Whiteville, NC |
| Mr. William M. Womble, Sr. | Sanford, NC |

### Terms Expiring 1996

| | |
|---|---|
| Mr. William E. Byrd | Sanford, NC |
| Mrs. Helen B. Currin | Dunn, NC |
| Mr. Robert A. Harris | Eden, NC |
| Mr. Thomas J. Keith | Fayetteville, NC |
| Mr. Ray L. Myrick | Greensboro, NC |
| Mr. J. Leon Rumley | Winston-Salem, NC |
| Mr. Earl E. Ryals | Greensboro, NC |
| Mrs. Loreen Smith | Fayetteville, NC |
| Dr. Dan E. Stewart | Raleigh, NC |
| Mr. Frederick H. Taylor | Troy, NC |
| Mr. Ernest A. Thompson | Jacksonville, NC |
| Mrs. Mary Alice Ward | Lumberton, NC |

## ■ Campbell University Presidential Board of Advisers

### Terms Expiring 1993

| | |
|---|---|
| Mr. E. Stansil Aldridge | Albemarle, NC |
| Mr. Jesse C. Alphin, Sr. | Dunn, NC |
| Mr. Donald R. Beason | Raleigh, NC |
| Mr. Harvey L. Bedsole | Kinston, NC |
| Ms. Bobbie A. Brown | Greensboro, NC |
| Mr. David Callahan | Fayetteville, NC |
| Mr. William F. Carl | Raleigh, NC |
| Mr. Charles D. Cato | Durham, NC |
| Dr. Russell T. Cherry, Jr. | Lumberton, NC |
| Dr. Donald D. Culp | Charlotte, NC |
| Dr. Luther Randolph Doffermyre | Dunn, NC |
| Mr. Marshall S. Eakes | Greensboro, NC |
| Dr. William H. Edmondson | Durham, NC |
| Mr. Merle W. Edwards, Jr. | Kinston, NC |
| Mr. Kennieth S. Etheridge | Laurinburg, NC |
| Mr. Cyrus J. Faircloth | Fayetteville, NC |
| Mr. D. M. (Lauch) Faircloth | Clinton, NC |
| Dr. Annabelle L. Fetterman | Clinton, NC |
| Dr. John Gallagher | Charlotte, NC |
| Mr. James Ray Gilley | Dallas, TX |
| Mr. Bobby R. Hall | Sanford, NC |
| Mr. Ray M. Joyner | Pleasant Garden, NC |
| Mr. Dan Kingsmore | Erwin, NC |
| Mr. Edmond H. Liles, Jr. | Burlington, NC |

| | |
|---|---|
| Dr. Charles S. Manooch, III | Morehead City, NC |
| Mr. William C. Marshburn | Dunn, NC |
| Mr. John R. Meredith | McKeesport, PA |
| Mr. Morris S. Miner | Holly Springs, NC |
| Mr. Ocie F. Murray, Jr. | Fayetteville, NC |
| Mr. Vance B. Neal | Fayetteville, NC |
| Mr. Edgar J. Ramsey | Shreveport, LA |
| Mr. J. P. Riddle | Fayetteville, NC |
| Mr. Thomas J. Rush | Charlotte, NC |
| Mr. Louis W. Sewell, Jr. | Jacksonville, NC |
| Mrs. Ruth C. Shirley | Tarboro, NC |
| The Reverend James B. Sides | Jacksonville, NC |
| Mr. Richard L. Thorne | Greensboro, NC |
| Mr. Garland W. Tuton | Jacksonville, NC |
| Mr. John H. Wellons | Dunn, NC |
| Mr. Harvey T. Wright, II | Fayetteville, NC |
| Mr. Larry E. Wright | Knoxville, TN |

### Terms Expiring 1994

| | |
|---|---|
| Mr. Leroy Adams | Lumberton, NC |
| Dr. Alexander E. Alexander | Burlington, NC |
| Mr. Newman D. Buck | Wrightsville Beach, NC |
| Mr. William W. Burke | Burlington, NC |
| Mr. William L. Burns, Jr. | Durham, NC |
| Mr. Barry Gwyn Carroll | Burlington, NC |
| Mrs. James R. Coates | Norfolk, VA |
| Dr. Lewis M. Fetterman, Sr. | Fort Wayne, IN |
| Dr. T. Harry Gatton | Raleigh, NC |
| Mr. Charles W. Gibbes | Hilton Head, SC |
| Mr. O. W. (Bill) Godwin, Jr. | Dunn, NC |
| The Honorable James A. Graham | Raleigh, NC |
| Mr. Willard B. Harris | Martinsville, VA |
| Mr. Robert Hubbard | Henderson, NC |
| Mrs. Doris A. Jackson | Winston-Salem, NC |
| Mr. Finley R. Johnson | Windsor, NC |
| Mr. Bobby L. Murray | Raleigh, NC |
| Mr. John W. Pope, Sr. | Raleigh, NC |
| Dr. Ernest P. Sauls | Buies Creek, NC |
| The Reverend G. Dana Slack | Roseboro, NC |
| Mr. George Sloan, Jr. | Wilmington, NC |
| Mr. Steve J. Smith | Stoneville, NC |

| | |
|---|---|
| Mr. Robert V. Suggs | Greensboro, NC |
| Mrs. Frederick L. Taylor | Vass, NC |
| Mr. Robert T. Taylor | Norfolk, VA |
| Dr. John M. Tew, Jr. | Cincinnati, OH |
| Mr. H. H. (Nick) Weaver | Goldsboro, NC |
| Mr. Fred Webster | Greensboro, NC |

### Terms Expiring 1995

| | |
|---|---|
| Mr. Hoover Adams | Dunn, NC |
| Mr. Daniel B. Andrews | Fuquay-Varina, NC |
| Mrs. Louise V. Austin | Clinton, NC |
| Mr. J. D. Blizzard | Kinston, NC |
| Mr. Lewis E. Boroughs | Greensboro, NC |
| Mr. Douglas D. Brendle | Winston-Salem, NC |
| Mr. Houston N. Brisson | Dublin, NC |
| Mrs. Juanita Carter Cain | Fayetteville, NC |
| Mrs. Gladys B. Campbell | Buies Creek, NC |
| The Reverend Jack F. Coffey | Raleigh, NC |
| Mr. H. Randolph Currin, Jr. | Lillington, NC |
| Miss Mae I. Danner | Buies Creek, NC |
| Mrs. Jan P. Dempster | Tarboro, NC |
| Mr. Keith G. Finch | Dunn, NC |
| Mr. Emerson F. Gower Jr. | Raleigh, NC |
| Dr. Dan L. Griffin | Fayetteville, NC |
| Mr. John F. Griffin, Jr. | Rocky Mount, NC |
| Mrs. Margaret H. Griffiths | Sanford, NC |
| Mr. Frank B. Holding | Smithfield, NC |
| Mrs. Ester H. Howard | Buies Creek, NC |
| Mr. Lewis E. Hubbard | Winston-Salem, NC |
| Mr. Perry G. Hudspeth | Raleigh, NC |
| Mr. Samuel H. Huffstetler, Jr. | Burlington, NC |
| Mr. Henry G. Hutaff | Fayetteville, NC |
| Dr. Gale D. Johnson | Dunn, NC |
| Mrs. Joan Johnson | Benson, NC |
| Mr. John B. Kerr, Jr. | Raleigh, NC |
| Mr. Jack F. Kitchin | Chesapeake, VA |
| Mrs. Minnie D. Lamm | Wilson, NC |
| Mr. Thomas J. (Jack) Lynch | Winston-Salem, NC |
| Mr. James R. Nisbet | Charlotte, NC |
| Mr. F. Roger Page, Jr. | Winston-Salem, NC |
| Mr. William R. Pope | Coats, NC |

| | |
|---|---|
| Mr. Milford R. Quinn | Warsaw, NC |
| Mrs. Verna B. Respass | Jacksonville, NC |
| Mrs. Ruth J. Richards | Atlantic Beach, NC |
| Mrs. Neta T. Riley | Raleigh, NC |

### Terms Expiring 1995

| | |
|---|---|
| Mr. David L. Shaw | Elizabethtown, NC |
| Mr. Caton A. Shermer | Ashland, VA |
| Dr. J. Wilton Smith | Burlington, NC |
| Dr. Marshall L. Smith | Hillsborough, NC |
| Mr. Donald W. Sneeden | Wilmington, NC |
| Mr. Robert C. Soles, Sr. | Tabor City, NC |
| Mr. John W. Stackhouse | Goldsboro, NC |
| Mr. David N. Stroud | Fuquay-Varina, NC |
| Mr. Edgar A. Thomas, Jr. | Lexington, NC |
| Mr. Edward B. Titmus | Sutherland, VA |
| Mr. Paul Wilson | Red Springs, NC |
| Mr. Henry B. Wyche, Jr. | Blue Ridge, VA |

## ■ Alumni Board of Directors, 1992-1993

### Officers

| | | |
|---|---|---|
| Benjamin Lee Wright '77 | **President** | Clinton, NC |
| Oscar N. Harris '65 | **First Vice President** | Dunn, NC |
| Henry L. Smith '67 | **Second Vice President** | Farmville, NC |
| Diamond J. Matthews '65 | **Secretary** | Buies Creek, NC |

### Representatives-at-Large

### Terms Expiring October 1993

| | |
|---|---|
| Archie Brigman '49 | Falcon, NC |
| Bobby R. Etheridge '65 | Lillington, NC |
| Michael Blake Huff '84 | Winston-Salem, NC |
| Betty Davis McKee '68 | Chesapeake, VA |
| William B. McIver '36 (Deceased) | Greensboro, NC |
| Carlton T. Mitchell '41 | Winston-Salem, NC |
| David Ramsey Ruff '86 | Greensboro, NC |
| Melba Lennon Williams '71 | Durham, NC |

### Terms Expiring October 1994

| | |
|---|---|
| Molly Fetterman Held '82 (MBA) | Clinton, NC |
| D. Kim Johnson '75, '80 (MBA) | Wilson, NC |
| Joseph Puckett '46 | Smithfield, NC |
| Carolyn Murray Smith '71 | Raleigh, NC |
| Richard Y. Tharrington '66 | Rocky Mount, NC |
| Benjamin N. Thompson '76, '79 (J.D.) | Dunn, NC |
| William B. Wellons, Jr. '72 | Smithfield, NC |
| Ellen Casper Wells '79 | Florence, SC |

### Terms Expiring October 1995

| | |
|---|---|
| Lorraine Britt Allen '46 | LaGrange, NC |
| C. Wayne Collier, St. '38 | Linden, NC |
| Charles C. Cottom '71, '81 (M.Ed.) | Fayetteville, NC |
| Russell Wayne Duncan '71 | Cary, NC |
| Wilbur Fred King, Jr. '66 | Kinston, NC |
| J. Jack Mattox '51 | Ringgold, GA |
| Raymond Lee Mulkey, Jr. '68 | Dunn, NC |
| Russell J. Tate, Jr. '90, '92 (MBA) | Vass, NC |

## ■ Administration and Staff, Spring 1993

| | |
|---|---|
| Norman Adrian Wiggins | President |
| Diamond Matthews | Administrative Assistant to the President |
| Jack Britt | Vice President for Advancement |
| G. Leonard Johnson | Vice President for Business and Treasurer |
| Jerry M. Wallace | Vice President for Academic Affairs and Provost |
| Walter Shepherd Barge | Dean of the College of Arts and Sciences |
| Thomas H. Folwell, Jr | Dean of the Lundy-Fetterman School of Business |
| Margaret Giesbrecht | Dean of the School of Education |
| Patrick Hetrick | Dean of the School of Law |
| Ronald W. Maddox | Dean of the School of Pharmacy |
| Daniel W. Teat | Director of Admissions and Continuing Education, School of Pharmacy |
| David Heinzman | Director of Continuing Education |
| J. David McGirt | University Registrar |
| Herbert V. Kerner, Jr. | Dean of Admissions/Financial Aid/ Veterans' Affairs |
| Robert L. King | Director of Guidance and Career Counseling/ Foreign Student Adviser |
| Phillip Melvin | Dean of Student Life |

| | |
|---|---|
| Paul Johnson | Director of Public Relations and Public Information |
| John Roberson | Assistant Vice President for Alumni Activities |
| Todd R. Scarborough | Director of Service Enterprises |
| Grover Blackburn | Campus Minister |
| Ronnie W. Faulkner | Director of Library Services |
| Tom Collins | Director of Athletics |
| Gale Johnson | Director of Health Services |
| George Wilt | Physician's Assistant |
| Kenneth Barbour | Director of Food Services |
| Woodrow Neal | Director of University Shopping Center |
| Corbett Tart | Manager of Laundry |
| Jim Kinard | Director of Physical Plant and Housing |
| James Ellerbe | Director of Personnel and Purchasing |
| Vivian Simpson | Director of Institutional Research |
| Ted McKinney | Superintendent of Housing |
| Ray Eubanks | Superintendent of Housekeeping |
| Marilyn Whitner | Supervisor of Housekeeping |
| Ricky Symmonds | Director of Public Safety |

## Associates

| | |
|---|---|
| Win Quakenbush | Director of Financial Management |
| Al Hardison | Comptroller |
| Horace Barefoot | Assistant Vice President for Church Relations |
| Mac Williams | Director of Corporate and Foundation Relations |
| David R. Cooke | Director of Computer Services |
| Buddy Tolar | Computer Programmer |
| Dorothy Mullins | Director of Residence Life |
| Nancy DeBord | Director of Student Activities |
| Magdalene Ennis | Assistant Registrar - Graduation |
| Brenda McLeod | Assistant Registrar - Computer |
| Chrystal Moez | Assistant Registrar - Student Records |
| Rue Stewart | Director of Financial Aid |
| Elva Scarborough | Associate Director of Service Enterprises |
| Henry Dunbar | Director of Estate Planning |
| Kyle Jones | Assistant Librarian |
| Jennifer Carpenter | Assistant Librarian |
| Deidre Stevens | Assistant Librarian |
| Jeanette Stillabower | Associate Director/University Shopping Center |
| Mary Jernigan | Associate Director of Food Services |
| Billie Sawyer | Associate Director of Food Services |

| | |
|---|---|
| Ava Upchurch | Associate Director of Food Services |
| Stan Cole | Director of Sports Information |
| Travis Autry | Manager of Radio Station |
| James S. Farthing | Coordinator of Gradute Admissions |
| Harvey Adams | Veterans' Affairs Coordinator |
| Joanna Runyon | Director of Admissions |
| Betty Pleasant | Coordinator of Special Events |
| Nancy Beasley | Assistant Director, Financial Aid |
| Elaine Ensley | Assistant to the Dean |
| Jay Brown | Assistant Director of Admissions |
| Susan Bosland | Admissions Counselor |
| Jay Brown | Admissions Counselor |
| Melissa Johnson | Admissions Counselor |
| Warren Mays | Admissions Counselor |
| Gary Payne | Admissions Counselor |

## Residence Directors for 1992 -1993

| Dorm | Residence Director | Apartment Extension |
|---|---|---|
| Baldwin | Georgia Spaulding | 7624 |
| Bryan | Cynthia Thomas | 7458 |
| Burgess House | Crystal Moez | 7954 |
| Burkot | Mike Johnson | 7463 |
| Burt House | Crystal Moez | 7954 |
| Campbell Colony | Greg Barefoot | 7855 |
| Caudell House | Crystal Moez | 7954 |
| Day | Patricia Harmon | 7847 |
| Hedgpeth | Kim Smith | 7861 |
| Jones | Gina Lewis | 7860 |
| Kitchin | Georgia Spaulding | 7624 |
| Layton | Andrew Robins | 7308 |
| Lynch House | Crystal Moez | 7954 |
| Marshbanks House | Crystal Moez | 7954 |
| McCall | Terry-Michael Newell | 7033 |
| McKay House | Crystal Moez | 7954 |
| Murray | Grover Blackburn | 7838 |
| Powell | Tabitha Mullins | 7895 |
| Sauls | Steve Kerney | 7393 |
| Small | Greg Barefoot | 7855 |
| Strickland | Fran Tyson | 7976 |
| Wallace House | Crystal Moez | 7964 |

## Secretaries and Other Office Assistants

| | |
|---|---|
| Malisa Baker | Office of Vice President for Academic Affairs and Provost |
| Judy Folwell | Office of Vice President for Business and Treasurer |
| Diane D. Grim | Office of Vice President for Advancement |

## Secretaries in Academic Offices

### College of Arts and Sciences

| | |
|---|---|
| Sharon M. Gainey | Office of the Dean, College of Arts and Sciences |

### Departmental Secretaries

| | |
|---|---|
| Marilyn Buie | Physical Education and Sport Management |
| Karen Beitar | English and Foreign Language |
| Betty Hrush | Fine Arts |
| Elaine Smith | Biology, Chemistry, Physics |
| Phebie M. Smith | Religion and Mathematics |
| Barbara Ramos | Government/History |
| Amy Barefoot | Mass Communication |
| Jo Hall | Military Science |

### School of Education

| | |
|---|---|
| Julia Atkins | Office of the Dean |
| Judy Milton | Office of the Dean |

### Lundy-Fetterman School of Business

| | |
|---|---|
| Edith Foster | Office of the Dean |
| Lorie Seeley | Business Administration,Trust,Economics |
| Bess Dean | Lundy Chair, Baldwin Hall |
| Robin Holliday | Computer Information Systems |

## Secretaries and Administrative Assistants in Other Offices

**Accounting Office** (Britt Hall): Janet Gauldin, Jackie Matthews, Susan Sammons, Elsa Sears, Jean Whitmore, Rhonda Williams, Elaine Tart, Patti Tyndall, Marjorie Davis

**Advancement Office** (Administration Building): Janie Bryant, Kathy Clark, Celia C. Snipes, Edna S. Stephens, Janet Daurity, Glenda Taylor

**Business Office** (Administration Building): Reba Clifton, Ramona Daniels, Kathi Ennis, Gloria Latta, Jorita Richardson, Linda West, Margie Whittington, Billie Jo Pittman

**Campus Minister's Office:** Gina Lewis

**Dean of Student Life's Office:** Violet Lee

**Division of Admissions and Financial Aid Office:** Ginger Freeman, Dee Hudson, Peggy Mason, Judie Satterfield, Brenda Schneider, Susan Unti, Cathy Wade, Patricia Sellers, Elaine Ensley, Brenda Toler, Laurie McLeod

**Food Service** (Marshbanks Dining Hall): Patricia Hall

**Guidance and Career Counseling** (Baldwin Hall): Peggy Lawrence

**Library:** Vera Johnson

**Physical Plant:** Olene Ennis, Jean Gainey, Janice Gilchrist

**Registrar's Office:** Carolyn Godwin, Evelyn Howell,

**Service Enterprises:** Gail Bledsoe, Rose Haney, Sue Mason, Jean Pryor, Shelby Savidge, Laura Buzzard

**Public Safety:** Betty Stewart

## ■ University Faculty 1991-1993

**Norman Adrian Wiggins,** President-B.A., LL.B., Wake Forest University; LL.M., J.S.D., School of Law, Columbia University; Associate Trust Officer, Planters National Bank and Trust Company, Rocky Mount, NC, 1952-1955; Assistant Professor of Law, Wake Forest University, 1956-1957; Associate Professor of Law, 1957-1962; Professor of Law, 1962-1967; General Counsel, 1964-1967, Wake Forest University; President, Campbell University, 1967-

**Jerry McLain Wallace,** Vice President for Academic Affairs and Provost-B.A., East Carolina University; B.D., Th.M., Southeastern Baptist Theological Seminary; M.S., Ed.D., North Carolina State University; Associate Professor of Sociology, part-time, 1970-1975; Tyner Professor of Religion and Chairman of the Department of Religion and Philosophy, 1975-1981; Dean of the University and Director of Graduate Studies, 1981-1983; Provost, 1984-1986; Vice President for Academic Affairs and Provost, 1986-;Campbell University, 1970-

## ■ College of Arts and Sciences Faculty 1991-1993

**James L. Abrahamson,** Barden Professor of Government-B.S., U.S. Military Academy; M.A., Graduate Institute of International Studies, Geneva, Switzerland; M.A., Ph.D., Stanford University; Campbell University, 1986-

**Gennaro A. Acanfora,** Associate Professor of Physical Education and Sport Management - B.S., Ed.M., Rutgers University; Ph.D., The Ohio State University; Campbell University, 1989-1992.

**Walter Shepherd Barge,** Dean of the College of Arts and Sciences, Professor of History - B.A., Wake Forest College; M.A., Columbia University; Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1984-

**James R. Barnette,** Assistant Professor of Religion - B.A., Samford University; M.Div., Ph.D, Southern Baptist Theological Seminary; Campbell University, 1992-

**L. Stanford Beard,** Professor of Biology - B.S., Furman University; M.A., Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1961-

**Nicky R. Blanchard,** Instructor in Biology-A.A., Brevard College; B.S. in Pharmacy, University of North Carolina at Chapel Hill; M.Ed., Campbell University; Campbell University (Part-time 1989-1990, Full-time 1990- ), 1989-1992

**Ossie M. Bowen,** Adjunct Instructor in History-B.S., University of Corpus Christ; M.S., Texas A & I; graduate student, University of Florida and Florida Atlantic; Campbell University, 1983-1990.

**Cynthia Clark Brown,** Assistant Professor of Music-B.S., Campbell University; M.C.M., D.M.A., Southern Baptist Theological Seminary; Campbell University, 1988-1992.

**Joseph D. Brown,** Assistant Professor of Physical Education and Sport Management-A.A., North Florida Junior College; B.S., Florida-Southern College; M.S., Louisiana Technical College; Ph.D., Texas A & M; Campbell University, 1993-

**Andrew Bryan,** Instructor in Chemistry-B.S., Ph.D. candidate, North Carolina State University; Campbell University, 1990-

**Wendell L. Carr,** Associate Professor of Physical Education and Sport Management B.S., Wake Forest University; M.A., East Carolina University; graduate student, Indiana University; Campbell University, 1974-1992.

**Scott Carter,** Instructor in Music-B.M., M.M., East Carolina University; D.M.A., University of Cincinnati College Conservatory of Music; Campbell University, 1990-1992.

**Michael G. Cogdill,** Tyner Professor of Religion-B.A., Mars Hill College; M.S., North Carolina State University; M.Div., D.Min., Southeastern Baptist Theological Seminary; Campbell University, 1978-1984; 1988-

**Lefflett Teed Easley, Jr.,** Assistant Professor of Social Sciences-B.A., Newberry College; M.Ed., advanced graduate studies, University of North Carolina at Chapel Hill; Campbell University, 1959-

**Cenieth Catherine Elmore,** Professor of Music-B.M., University of North Carolina at Greensboro; M.M., M.A., Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1963-

**Daniel R. Ensley,** Assistant Professor in Mass Communication-B.A., Campbell University; M.A., University of South Carolina; Campbell University (Part-time 1979-1983, Full-time 1986-), 1979-

**Steven Howard Everhart,** Associate Professor of Biology-B.S., University of North Carolina at Wilmington; M.S., Ph.D., North Carolina State University; other graduate study, Cornell University and University of Virginia; Campbell University, 1980-

**Ronnie W. Faulkner,** Acting Director of Library Services and Assistant Professor of History - B.A., Campbell University; M.A., East Carolina University; MSLS, University of North Carolina at Chapel Hill; Ph.D., University of South Carolina; Campbell University, 1989-

**David Fleming,** Assistant Professor of Religion-B.A., Samford University; M.Div., Ph.D., Southern Baptist Theological Seminary; Campbell University, 1990-1992.

**Clifton Frank (SFC),** Instructor of Military Science; Campbell University, 1989-

**William H. Freeman,** Associate Professor of Physical Education and Sport Management-B.A., Wake Forest University; M.A.T., Duke University; M.S., Ph.D., University of Oregon; Campbell University, 1989-

**Jamie Fugitt,** Instructor of Mathematics/Computer Science-B.S., The School of the Ozarks; M.S., University of Missouri, K.C.; Campbell University, 1990-1992.

**Gerald D. Goodman (MSG),** Instructor of Military Science, A. S., Monmouth College; Campbell University, 1987-

**Larry P. Goodson,** Assistant Professor of Government - B.A., M.A., Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1990-

**Raymond E. Grizzle,** Assistant Professor of Biology - B.S., Florida State University; M.S., University of Central Florida; Ph.D.; Campbell University, 1992 -

**Mark L. Hammond,** Assistant Professor of Biology - B.A., Hiram College, Ph.D., University of South Carolina; Campbell University, 1992 -

**Paula Pearce Hinton,** Assistant Librarian for Public Services-B.S., Campbell University; MSLS, University of North Carolina at Chapel Hill; Campbell University, 1985-1991.

**Bonnie Homsley,** Assistant Professor of English-B.A., Union University; M.A., University of Oklahoma; Ph.D., University of Wisconsin-Madison; Campbell University, 1988-1992.

**William W. Horner,** Associate Professor of Chemistry-B.S., M.A., Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1980-

**Susan Burnett Horton,** Associate Professor of Music-B.M., M.M., Westminster Choir College; Campbell University, 1955-1992.

**Joyce Hren,** Adjunct Instructor in Foreign Language-B.A., M.A., University of Wisconsin, M.A., German, University of Florida; M.A., Latin, University of Florida; Campbell University, 1987-1990; 1991-

**Barbara Dysart Hudson,** Instructor in Music-B.M.Ed., M.M., University of North Carolina at Greensboro; Campbell University, (Part-time1985-1987, 1989-1992; Full-time, 1992-), 1985 -

**Marvin Hunt,** Assistant Professor of English-B.A., M.A., East Carolina University; Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1990-1993.

**Christopher T. James,** Instructor in Geology, Part-time Instructor in Chemistry-B.S., Campbell University; M.S., West Virginia University; graduate student, Pembroke State University; Campbell University (Part-time 1983-1986; Full-time 1987-),1983-1991.

**George Lloyd Johnson,** Assistant Professor of History - B.A., M.Ed., Campbell University; M.A., East Carolina University; M.A., Ph.D. candidacy, University of South Carolina; Campbell University, 1991-

**Oliver R. Johnson (COL),** Professor of Military Science-B.S., United States Military Academy; M.S., University of Indiana; Campbell University, 1988-1991.

**Tony R. Johnson,** Instructor in Physical Education and Sport Management-B.A., North Carolina Wesleyan; M.Ed., East Carolina University; Campbell University, 1990-

**Kyle S. Jones,** Reference Librarian-A.B., Lenoir-Rhyne; M.A., Appalachian State University; MLS, North Carolina Central University; Ed.D., North Carolina State University; Campbell University, 1988-

**Milton Jordan,** Journalist-Adjunct Instructor in Print Media; Campbell University, 1987-

**Sadie Jordan,** Adjunct Instructor in Government-B.A., North Carolina Central University; J.D., North Carolina Central University; Campbell University, 1992-

**James M. Jung,** Professor of Chemistry-B.S., Davidson College; M.Ed., Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1962-

**B. Donald Keyser,** Emeritus Professor of Religion-B.A., Wake Forest University; B.D., Ph.D., Southern Baptist Theological Seminary; Campbell University, (Full-time 1959-1990; Part-time 1990-), 1959-

**Eleanor Page Leuthy,** Coordinator of Chemistry Laboratory Facilities-B.S., Furman University; M.S., Medical University of South Carolina; Campbell University, 1991-

**Daniel A. Linney,** Associate Professor of Dramatic Art and Speech-A.B., M.A., University of North Carolina at Chapel Hill; Campbell University, 1959-

**David Lippard,** Adjunct Instructor in Public Relations-B.B.A., Campbell University; Campbell University, 1987-

**Kathryn L. McKinley,** Assistant Professor of English-B.Phil., Penn State University; M.A., University of Toronto; Ph.D., University of Delaware; Campbell University, 1992-

**Dean M. Martin,** Professor of Religion and Philosophy-B.A., William Jewell College; B.D., Yale University Divinity School; Ph.D., Baylor University; Postdoctoral research, Duke University, University of Swansea (Wales), Yale University; Visiting Professor of Philosophy, Baylor University, Fall 1992; Campbell University, 1974-

**James I. Martin,** Assistant Professor of History-B.A., Duke University; M.A., East Carolina University; Ph.D., Emory University; Campbell University, 1991-

**Robert Mayberry,** Associate Professor in Foreign Language-B.A., Wake Forest University; M.A., University of Tennessee; Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1986-

**Scott D. Miller,** Instructor in Physical Education and Sport Management-B.S., Eastern Washington University; M.Ed., Springfield College; Campbell University, 1990-

**Julia Millsaps,** Instructor in Physical Education and Sport Management-B.S., Louisiana Tech.; M.Ed., Northeast Louisiana University; Campbell University, 1990-1993.

**Anne T. Moore,** Emeritus Professor of History-A.B., Westhampton College; M.A., Ph.D., University of North Carolina at Chapel Hill; M.Ed., North Carolina State University; Campbell University, 1962-1993.

**Elijah L. Nelson,** Associate Professor of Natural Sciences-B.S., M.A., East Carolina University; graduate student, University of Colorado; D.Ed., University of Sarasota; (on leave of absence, 1962-1963); Campbell University, 1956-1992.

**Dwight Lamar Norwood,** Professor of Mathematics/Computer Science-B.S., Wake Forest University; M.A., Appalachian State University; Ph.D., University of Arkansas; Campbell University, 1973-

**John R. O'Donoghue (MSG),** Instructor of Military Science-Campbell University, 1989-

**Lucy Pake,** Instructor in English-B.S., M.A., East Carolina University; Campbell University (Part-time 1988-1990; Full-time 1990-), 1988-

**Donald N. Penny,** Assistant Professor of Religion-B.A., Campbell College; M.Div., Southeastern Baptist Theological Seminary; Ph.D., Emory University; Campbell University, Spring, 1980-

**Gina Diane Peterman,** Assistant Professor of English-B.A., M.A., Tennessee Technological University; Ph.D., University of South Carolina; Campbell University, 1992-

**Robert Neil Piper,** Associate Professor of Music-B.S., M.S., Ed.D., University of Illinois, Campbell University, 1968-

**Ishmael Rivera**, Assistant Professor of Spanish-B.A., M.A., George Washington University; M.A., University of North Carolina at Chapel Hill; Campbell University (Part-time 1987-1990; Full-time 1990- ),1987-

**Olivia R. Ross,** Assistant Professor of Mass Communications-B.A., North Carolina State University; M.A., University of North Carolina at Chapel Hill; Campbell University, 1991-

**Iris Gray Scarborough,** Associate Professor of Music-B.A., Meredith College; M.A., George Peabody College for Teachers; Ph.D., Peabody College of Vanderbilt University; (on leave of absence fall semester, 1977) Campbell University, 1969-

**Donald N. Schroeder,** Associate Professor of Government-B.A., University of Illinois at Chicago; M.A., Ph.D., Duke University; Campbell University, 1978-

**Ann Scoggin,** Adjunct Instructor in Music-B.M., University of Tennessee; Campbell University, 1987-1992.

**Martin Paul Sellers,** Assistant Professor of Government-B.A., Trenton State University; M.P.A., New York University; Ph.D., Temple University; Campbell University, 1988-

**Bryan Keith Shelley,** Assistant Professor of English-B.A., Bryan College; M.A., Appalachian State University; M.Litt., Middlebury College; D.Phil., Oxford University; Campbell University, 1989-

**Breck Smith,** Assistant Professor of Art-B.A., Averett College; M.EA., University of North Carolina at Greensboro; Campbell University, 1988-

**Timothy Snell,** Instructor of English-B.A., Campbell University; M.A., University of North Carolina at Chapel Hill; Campbell University, 1990-

**David M. Steegar,** Associate Professor of Foreign Language-B.A., Miami University of Ohio; M.A., Ohio State University; Ph.D., University of Toronto; Campbell University, 1978-

**Deidre D. Stevens,** Reference Librarian-B.A., University of North Carolina at Wilminigton; M.L,., University of South Carolina; Campbell University, 1990-

**Dorothea L. Stewart,** Associate Professor of English-B.A., University of North Carolina at Greensboro; M.A., East Carolina University; Campbell University, 1960-1992.

**William C. Stone,** Emeritus Professor of Music-B.M., M.M., Eastman School of Music, University of Rochester; graduate student, Northwestern University; (Campbell University (Full-time 1961-1988; Part-time, 1988- ), 1961-

**Jerry Duncan Taylor,** Professor of Mathematics/Computer Science-B.A., Arkansas State Teachers College; M.S., University of Arkansas; Ph.D., Florida State University; Campbell University, 1961-

**Wayne W. Thomas,** Assistant Professor of Mathematics/Computer Science-B.S., M.Ed., North Carolina State University; (on leave of absence 1964-1966) Campbell University, 1959-1964; 1966-

**Janis Keen Todd,** Assistant Professor of Mathematics/Computer Science-B.S., M.Ed., East Carolina University; (on leave of absence fall semester, 1978), Campbell University, 1966-

**Louis Towles,** Associate Professor of History-B.S., College of Charleston; M.A., Ph.D., University of South Carolina; Campbell University, 1990-1991.

**William P. Tuck,** Associate Professor of History-B.A., M.A., Duke University; graduate student, University of North Carolina at Chapel Hill; (on leave of absence 1964-1967), Campbell University, 1958-

**Larkin N. Tysor,** Assistant Professor of Art-A.A., Chowan College; B.F.A., High Point College; M.F.A., University of North Carolina at Greensboro; Campbell University, 1989-

**Frank A. Vaughan,** Associate Professor of English-B.A., M.A., California State University at Hayward; Ph.D., University of California at Riverside; Campbell University, 1981-

**Andrew C. Vinal,** Assistant Professor of Biology-A.S., Sandhills Community College; B.S., M.S., Ph.D., North Carolina State University; Campbell University, 1990-1992.

**Sarah Janet Walker,** Assistant Professor of Mathematics-B.A., M.Ed., Campbell University; Campbell University, 1992-

**Wanda Evon Watkins,** Assistant Professor in Physical Education and Sport Management-B.S., M.Ed., Campbell University; Campbell University, 1980-

**Debora Jean Weaver,** Assistant Professor of Biology-B.A. Goshen College; Ph.D., University of Maryland in Baltimore County; Campbell University, 1992-

**K. David Weekes,** Director of Library Services-B.S.E., University of Florida; M.A., University of Denver; B.D., Th.D., Southwestern Baptist Theological Seminary; Campbell University, 1985-1992.

**Mary Weiss,** Instructor in Physical Education and Sport Management-A.A., Chowan College; B.A., M.Ed., Campbell University; Campbell University, 1988-

**Claudia Williams,** Instructor in Biology-B.S., Berry College; M.S., University of Georgia; Campbell University, 1987-

**Chih C. Yang,** Adjunct Associate Professor of Mathematics/Computer Science-B.S., M.S., National Taiwan University; M.S., Mississippi State University; Ph.D., North Carolina State University; Campbell University, 1988-

**Jan Allan Zarr,** Assistant Professor of Drama-B.A., University of Southern Colorado; M.F.A., Texas Christian University; Campbell University, 1987-1992.

## ■ Lundy-Fetterman School of Business Faculty 1991-1993

**Christine Daughtry Beasley**, Associate Professor of Business-B.S., M.A., East Carolina University; Campbell University, 1969-

**L. McNeill Chestnut,** Part-time Professor of Business-B.S., Trust Certificate, J.D., Campbell University; Campbell University, 1984-

**David R. Cooke,** Director of Academic Computer Center and Instructor in Business-B.A., Tufts University; M.C.S., Rollins College; Campbell University, 1980-

**John P. Crane,** Assistant Professor of Business-B.S., University of North Carolina; M.B.A., University of Texas; C.P.A.; Campbell University, 1989-

**Jan Dunlap,** Part-time Professor of Business-B.S., University of California; M.S., New York University; Ed.D., North Carolina State University; Campbell University, 1979-

**Thomas H. Folwell, Jr.,** Dean of the Lundy-Fetterman School of Business, Professor of Business-B.A., Guilford College; M.A., Duke University; Campbell University, 1963-

**Willis F. Gupton,** Part-time Professor of Business-B.A., High Point College; J.D., Wake Forest University; Campbell University, 1985-

**Yu-Mong Hsiao,** Associate Professor of Business-B.A., National Taiwan University; M.B.A., Mississippi State University; M.E., Ph.D., North Carolina State University; Campbell University, 1984-

**H. Bruce Jackson,** Part-Time Instructor in Business-B.S. East Carolina University; M.B.A., University of North Carolina; Campbell University, 1991-

**Shahriar Mostashari,** Associate Professor of Business-B.A., National University of Iran; M.A., Western Michigan University; M.B.A., Golden Gate University; Ph.D., North Carolina State University; Campbell University, 1982-

**Dwight Lamar Norwood,** Associate Professor of Business-B.S., Wake Forest University; M.A., Appalachian State University; Ph.D., University of Arkansas; Campbell University, 1973-

**David H. Parker,** Part-time Professor of Business-B.B.A., Campbell University; M.S., University of Virginia; C.P.A.; Campbell University, 1979-

**William H. Peterson,** Burrows T. Lundy Professor of the Philosophy of Business-B.S., New York University; M.S., Columbia University; Ph.D., New York University; Campbell University, 1976-1979, 1988-

**Paul Raisig,** Part-Time Professor of Business-Army War College; B.G.E., University of Nebraska; M.B.A., University of Alabama; J.D., Campbell University, 1990-

**Vasant H. Raval,** Associate Professor of Business-B.A., University of Poona; LL.B., University of Bombay; M.S., American Graduate School of International Management; M.C.L., Southern Methodist University; M.A., Syracuse University; D.B.A., Newport University; Ph.D. candidate, Syracuse University; Campbell University, 1986-

**Kamal Sen,** Assistant Professor of Business-B.A., University of Bombay; M.E. North Carolina State University; Ph.D., North Carolina State University; Campbell University, 1991-

**Ellen Sikes,** Associate Professor of Business-B.A., Limestone College; Graduate Student, Appalachian State University; Lenoir-Rhyne College; East Carolina University; North Carolina State University; M.S., University of North Carolina at Greensboro; Campbell University, 1966-

**Umesh C. Varma,** Assistant Professor of Business-B.S., University of Kanpur; B.S.,B.A., Thomas A. Edison State College; M.S., Jackson State University; Campbell University, 1988-

**Jo Ann Vaughan,** Assistant Professor of Business-B.S., University of North Carolina at Charlotte; M.A., University of North Carolina; C.P.A.; Campbell University, 1988-

**Bayred O. Vermillion,** Part-time Professor of Business-B.S., Southwest Missouri State College; M.A., George Washington University; graduate studies, College of William and Mary, Boston University; Campbell University, (Full-time 1966-Spring 1983; Part-time 1983-), 1966-

**James E. Witherspoon, Jr.,** Assistant Professor of Business-B.A., Campbell University; J.D., Wake Forest University; Campbell University, 1983-

**F. Christian Zinkhan,** Associate Professor of Business-B.A., Franklin and Marshall College; M.F, M.B.A., Duke University; D.B.A., Mississippi State University; Campbell University, 1987-

## ■ School of Education Faculty 1991-1993

**Eugenia Q. Blake,** Assistant Professor of Education-B.A., M.Ed., Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1989-

**Pauline F. Calloway,** Associate Professor of Education-B.S., High Point College; M.Ed., Ed.D., North Carolina State University; Campbell University, 1987-

**Barbara J. Blue Carruthers,** Assistant Professor of Education-B.S., Russell Sage College; M.Ed., Purdue University; Ed.D., North Carolina State University; Campbell University, 1991-

**Betty M. Davenport,** Associate Professor of Education-B.A., M.A.T., University of Massachusetts; M.Ed., Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1981-

**Lenné Hunt Deaton**, Assistant Professor of Psychology-B.A., Samford University; M.S., Florida State University; Ph.D., University of South Carolina; Campbell University, 1991-

**Harriet Leigh Enzor,** Assistant Professor of Education-B.S., Campbell University; M.A., Ph.D., University of North Carolina at Greensboro; Campbell University, 1991-

**Jimmy Foster,** Part-Time Instructor in Education-B.S., East Carolina University; M.Ed., Ed.D., University of North Carolina at Greensboro; Campbell University, 1987-

**Margaret L. Giesbrecht,** Dean of the School of Education, Associate Professor of Education-B.Sc., University of Manitoba; B.S., M.S., Iowa State University; Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1981-

**George Christopher Godwin,** Adjunct Clinical Instructor-B.S., M.Ed., Campbell University; Campbell University, 1990-

**Marie Whitford Gray,** Associate Professor of Education-B.S., M.A., East Carolina University; Campbell University, 1964-

**Sammy Wayne Hatcher,** Assistant Professor of Education-A.A., East Central Junior College; B.S.E., Delta State College; M.Div., Southwestern Baptist Theological Seminary; Ed.D., Mississippi State University; Campbell University, 1988-

**Michael Lamont Headen,** Adjunct Clinical Instructor-B.S., Campbell University; M.S., North Carolina State University; Campbell University, 1991-

**Robert Henry,** Assistant Professor of Education-B.S., United States Military Academy; M.S., Pennsylvania State University; Ph.D., Boston College; Campbell University, 1989-

**Christine Wooten Johnson,** Adjunct Clinical Instructor-A.B., Duke University; Campbell University, 1991-

**Ronald Edwin Kendrick,** Assistant Professor of Education-B.S., M.Ed., University of South Carolina; Ed.D., Auburn University; Campbell University, 1988-

**Catherine Campbell King,** Associate Professor of Home Economics-B.A., Meredith College, M.S., University of North Carolina at Greensboro; Campbell University, 1952-1955; 1961-1993.

**Beverly McElligott Lee,** Part-time Instructor in Education-B.A., Columbia University; M.A., Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1985-

**Benjamin A. Matthews,** Part-time Instructor in Education-B.A., University of North Carolina at Chapel Hill; M.Ed., University of North Carolina at Greensboro; Ed.S., Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1986-

**Geri Anne Nelson,** Assistant Professor of Social Work-B.A., Colby College; M.S.W., University of North Carolina at Chapel Hill; Campbell University, 1992-

**Karen Powell Nery,** Part-time Instructor in Education-B.S., Meredith College; M.Ed., Ed.D., North Carolina State University; Campbell University, 1990-

**Gary A. Taylor,** Professor of Psychology-B.A., Oklahoma Baptist University; M.S., Oklahoma University; Ph.D., North Carolina State University; Campbell University, 1968-

**Leonore Doromal Tuck,** Associate Professor of Home Economics-B.S.E., Radford University; M.S., University of Tennessee; M.P.H., University of North Carolina at Chapel Hill; Campbell University, 1955-

**Rufus Benton Turner,** Professor of Education-B.S., M.A., North Carolina State University; Ed.D., Duke University; Campbell University, 1966-

**Jerry M. Wallace,** Vice President for Academic Affairs and Provost, Professor of Sociology-B.A., East Carolina University; B.D., Th.M., Southeastern Baptist Theological Seminary; M.S., Ed.D., North Carolina State University; Campbell University, 1975-

**Joyce Z. White,** Assistant Professor of Social Work- B.A., Saint Mary's College; M.A., University of North Carolina at Chapel Hill; M.S.W., Virginia Commonwealth University; Ph.D., Case Western Reserve University; Campbell University, 1989-

## ■ Tunku Abdul Rahman College, Kuala Lumpur, Malaysia Centre for Arts and Science Faculty 1992-1993

**Dr. Ng Lay Swee,** Vice-Principal, Tunku Abdul Rahman College - B.Sc., 1963, Nanyang University, Singapore; Ph.D., 1968, McGill University, Canada; Tunku Abdul Rahman College, 1972-

**Dr. Cheng Su Chiau,** Principal Lecturer and Acting Head, School of Arts and Science-B.Sc., 1963, Nanyang University, Singapore; M.Sc., 1965, University of Alberta, Canada; Ph.D., 1969, McGill University, Canada; Tunku Abdul Rahman College, 1974-

**Dr. Ong Hock,** Principal Lecturer-B.Sc., 1966, Nanyang University, Singapore; M.Sc., 1969, University of Auckland, New Zealand; Ph.D., 1973, University of Toronto, Canada; Tunku Abdul Rahman College, 1975-

**Dr. Yap Sue Pin,** Principal Lecturer-B.Sc., 1961, Nanyang University, Singapore; M.Sc., 1969, Ph.D., 1972, Waseda University, Japan; Tunku Abdul Rahman College, 1972-

**Dr. Banumathi Thangavelu,** Senior Lecturer-B.Sc.(1st Class), 1973; M.Sc.(1st Class), 1975, Madras University, India; M.Sc., 1982; Ph.D., 1988, University of Malaya, Malaysia; Tunku Abdul Rahman College, 1986-

**Mr. Chan Fung Lin,** Senior Lecturer-B.Sc., 1977, University of London, U.K.; M.Sc.,1989, University of Essex, U.K.; Tunku Abdul Rahman College, 1978-

**Mr. Eng Chun Hoi,** Senior Lecturer-B.Sc., 1968, Nanyang University, Singapore; M.Sc., 1970, University of Waterloo, Canada; Dip. in Education, 1973, University of Singapore, Singapore; Tunku Abdul Rahman College, 1977-

**Dr. Hong Nyi Seng,** Senior Lecturer-B.Sc., 1971, National Cheng Kung University, Taiwan; M.Sc., 1973; Ph.D., 1977, Imperial College, London University, U.K.; Tunku Abdul Rahman College, 1977-

**Ms. Lee Chaw Chu,** Senior Lecturer-B.Ec.(Hons.), 1976, University of Malaya; Post-Graduate Diploma in Data Processing, 1983 Ulster Polytechnic, U.K.; Tunku Abdul Rahman College, 1977-

**Dr. Lee Guat Lean,** Senior Lecturer-B.Sc., (Hons.) 1969, University of Malaya, Malaysia; Ph.D., 1974, University of Georgia, U.S.A.; Tunku Abdul Rahman College, 1975-

**Dr. Leong Yoon Kwai,** Senior Lecturer-B.Sc., 1970, National Taiwan University, Taiwan; M.Sc., 1973, Ph.D., 1976; Purdue University, U.S.A.; Tunku Abdul Rahman College, 1977-

**Ms. Lim Lee Koon,** Senior Lecturer-B.Sc. (Hons.), 1976 Nanyang University, Singapore; M.Sc., 1978, The University of Birmingham, U.K.; Tunku Abdul Rahman College, 1979-

**Ms. Lim Siok Wan,** Senior Lecturer-B.Sc. (Hons.) 1970 University of Malaya, Malaysia; M.Sc., 1972, McMaster University, Canada; Tunku Abdul Rahman College, 1974-

**Ms. Piong Teck Wah,** Senior Lecturer-B.Sc., 1981; M.Sc., 1982; Aston University, U.K.; Tunku Abdul Rahman College, 1984-

**Dr. Soon Ting Kueh,** Senior Lecturer-B.Sc., 1971, B.Sc. (Hons.), 1972, Ph.D., 1975, University of Malaya, Malaysia; Tunku Abdul Rahman College, 1975-

**Mr. Tan Cheng Tien,** Senior Lecturer-B.Sc. (Hons.), 1976, University of London, U.K.; Postgraduate Diploma in Data Processing, 1983, Ulster Polytechnic, U.K.; Tunku Abdul Rahman College, 1977-

**Dr. Tan Chik Heok,** Senior Lecturer-B.Sc. (Hons.), 1979, M.Sc., 1982 Ph.D., 1989, University of Malaya, Malaysia; Tunku Abdul Rahman College, 1982-

**Dr. Tang Leong Chai,** Senior Lecturer-B.Sc. (Hons.), 1975, University of London, U.K.; M.Sc., 1978, University of Maine, France; Ph.D., 1982, Louis Pasteur University, France; Tunku Abdul Rahman College, 1983-

**Mr. Teo Kok Chau,** Senior Lecturer-B.Sc., 1975, M.Sc., 1977; University of Malaya, Malaysia; Tunku Abdul Rahman College, 1986-

**Ms. Toh Jin Ai,** Senior Lecturer-B.Sc.(Hons.),1984; M.Sc., 1986; University of Melbourne, Australia; Tunku Abdul Rahman College, 1987-

**Mr. Chan Lam Heng,** Lecturer-B.Sc.(Hons.), 1978, University of Malaya, Malaysia; M.Sc., 1992, University of Greenwich, U.K.; Tunku Abdul Rahman College, 1980-

**Ms. Chiew Mui Kui,** Lecturer-B.Sc., (Hons.) 1978, Sussex University, U.K.; M.Sc., 1979, Liverpool University, U.K.; Tunku Abdul Rahman College, 1983-

**Mr. Chuah Aik Siew,** Lecturer-B.Sc., 1974, Nanyang University, Singapore; Post-Graduate Diploma in Statistics, 1976, University of London, U.K.; Tunku Abdul Rahman College, 1990-

**Dr. Deng Chai Ling,** Lecturer-B.Sc., 1985; M.Sc., 1987; Ph.D., University of Malaya, Malaysia; Tunku Abdul Rahman College, 1992-

**Mr. Han Kwai Hin,** Lecturer-B.Sc.(Hons.), 1988; M.Sc., 1991, University of Kebangsaan, Malaysia; Tunku Abdul Rahman College, 1992-

**Ms. Mariam Nainan D/O T.K. Nainan,** Lecturer-B.Sc., 1983, Science University of Malaysia; M.Sc., 1988, University of Glasgow, Scotland, U.K.; Tunku Abdul Rahman College, 1983-

**Ms. Ng Swee Chin,** Lecturer-B.Sc., 1989, Campbell University, U.S.A.; M.Sc., 1991, University of Manchester, U.K., Tunku Abdul Rahman College, 1989-

**Ms. Phea Lee Mai,** Lecturer-B.Sc., 1984, Science University of Malaysia; M.Sc., 1989, University of Essex, U.K.; Tunku Abdul Rahman College, 1984-

**Dr. Tan Kim Liong,** Lecturer-Diploma in Applied Science, 1974, Warrnombool Institute of Advanced Education, Australia; B.Sc.(Hons.), 1976, Royal Melbourne Institute of Technology, Australia; Ph.D., 1984, University of Melbourne, Australia; Tunku Abdul Rahman College, 1990-

**Ms. Tan Lay Aik,** Lecturer-B.Sc., 1990, Campbell University, U.S.A.; M.Sc., 1992, The University College of Wales, Aberystwyth, U.K.; Tunku Abdul Rahman College, 1990-

**Mr. Tan Thiam Seng,** Lecturer-B.Sc., 1990, Campbell University, U.S.A.; M.Sc., 1992, The Queen's University of Belfast, U.K. (pending); Tunku Abdul Rahman College, 1990-

**Ms. Tham Sin Seen,** Lecturer-B.Sc., 1982; Diploma in Business Administration, 1983, University of Canterbury, New Zealand; Tunku Abdul Rahman College, 1984-

**Dr. Wong Ah Kee,** Lecturer-B.Sc., 1976, Liverpool Polytechnic, U.K.; M.Sc., 1977; Ph.D., 1981, University of Warwick, U.K.; Tunku Abdul Rahman College, 1990-

**Mr. Wong Kok Yong,** Lecturer-B.Sc., 1978, M.Sc., 1982, University of Malaya, Malaysia; Tunku Abdul Rahman College, 1983-

**Mr. Yeak Shaw Wen,** Lecturer-B.Sc., 1990, Campbell University, U.S.A.; M.Sc., 1992, University of Stirling, U.K.; Tunku Abdul Rahman College, 1990-

**Mr. Yong Lip (H)Eng,** Lecturer-B.Sc., 1984; M.Sc., 1986, University of London, U.K.; Tunku Abdul Rahman College, 1990-

### External Examiners

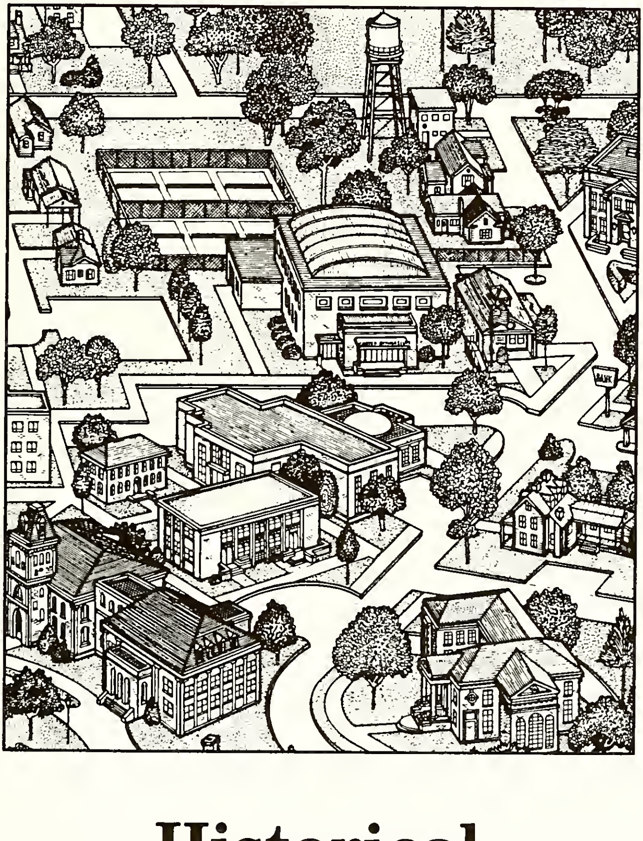
**Dr. Dwight Lamar Norwood,** Professor of Mathematics/Computer Science and Chairman of Mathematics-B.S., Wake Forest University; M.A., Appalachian State University; Ph.D., University of Arkansas; Campbell University, 1973-

**Dr. Steven Howard Everhart,** Associate Professor and Chairman of Biology-B.S., University of North Carolina at Wilmington; M.S., Ph.D., North Carolina State University; other graduate study, Cornell University and University of Virginia; Campbell University, 1980-

## ■ Faculty Emeriti

J. Delmer Ashworth, B.A., B.M., M.A.; English, 1962-1971
Harold C. Bain, B.A., M.A.; Mathematics, 1957-1990
Elizabeth Britton, B.A., M.A.T; Chemistry, 1955-1976; Fall 1977
John J. Broderick, B.A., J. D., M.P.A., Law, 1976-1986; P.T., 1986-1992
Gaston Evon Calvert, B.A., M.A., Ed.D.; Education, 1970-1988
Doris Mary Christian, B.A., L.L.B., M.A.; English, 1962-1982
Edward Duvall, B.A., L.L.B., M.A.T; Mathematics, 1963-1971
Nancy Eliason, B.A., M.A.; Botany, 1959-1971
Edith T. Frey, B.A., M.A., M.A.; English, 1967-1976
Albert Clarke Gaskill; B.S., C.P.A.; Business, 1965-1977
Virginia B. Graham, B.A., M.A., Ph.D.; English, 1959-1980; P.T., 1980-1981
W B. Horton, B.S., M.A.; Education, 1965-1975
Alma Sams Kennedy, B.A., M.A.; English, 1955-1978; P.T., 1978-1980
B. Donald Keyser, B.A., B.D., Ph.D.; Religion, 1959-1990
Perry Q. Langston, B.S., M.R.E., D.R.E., 1950-1986
Harry E. Larche, B.S.E., M.S.Ed., P.Ed.D.; Physical Education, 1975-1989
Frances Lynch Lloyd, B.S., M.A.T.; Physical Education, 1955-1990
Hazel Matthews, B.A., M.A.T; Biology, 1965-1977
Fred McCall, Jr., B.A., M.A.; Health and Physical Education, 1953-1976; Vice President of Administration, 1977-1986
Pearle K McCall, B.S., M.Ed.; Biology, 1960-1987
Anne T. Moore, A.B., M.A., M.Ed., Ph.D., 1962-1993
Edith C. Mulkey, B.A., M.A.; Business Education, 1962-1983; P.T., 1983-1987
Warren V. Noble, A.B., M.A., Ed.D., 1977-1986
Harold D. Parcell, A.B., M.A., Ph.D.; Foreign Language, 1970-1972
Marceline L. Parker, BA., M.A.; Education, 1962-1980
William Roy Phelps, B.S., M.A., D.Ed.; Foreign Language, 1968-1990
Elmer L. Puryear, B.A., MA., Ph.D., History/Government, 1971-1985; P.T. 1986-1988
Inez G. Sadler, B.A.; Business, 1955-1967; Director of Placement, 1964-1970
Mary Bates Sherwood, B.A., M.Ed.; Government/History, 1967-1989
Gladys Strickland Satterwhite, B.A., M.A.; English, 1925-1953
William C. Stone, B.A., M.M.; Music, 1961-1988, P.T. 1988-
Willard S. Swiers, B.E., M.A., D.Ed.; Education, 1967-1976; P.T., 1979-1981
Myrtle Fuller Tillman, A.B., M.M.T.; Art, 1953-1958,1962-1967

# CAMPBELL
## UNIVERSITY



# Historical Information & Calendar

## ■ Graduates

Note: Honors listed directly under names in all classifications.

### Spring 1990

#### Associate in Arts

George A. Bender
Robert Laurence Blohme
Timothy Fleming
Thomas Gregory Frith
Mark V. Glaude
David F. Graham
Wesley Green IV
Albert Elwood Hess
Cheri Mercy Johnson
Michael William Last
Dorothy Marie Martin
Elnora Christina Piscopo
Jerry J. Pyle, Jr.
German A. Rivera
Keith Allen Rooke
Angela Denise King Russell
James B. Scruggs, Jr.
Carlos R. Skinner
Noel C. Stevens
Kevin R. Thomas
Stefanie Parker Tripp
Sgt. Patricia L. Vigstol
Ross Douglas Whitbeck
Jean Anne York

#### Bachelor of Applied Science

Dominick Michael Maddalena
Luther Young, Jr.

#### Bachelor of Health Science

Stephanie Cheree
Marchant Clark

#### Bachelor of Business Administration

Lisamarie Adams
Amy Jo Ausbon
*Cum Laude*
Lester Paul Aycock
Ramey L. Beavers, Jr.
*Cum Laude*
Rickey E. Bell
Marie Antoinette Birknes
David Earl Britt II
Stephen Edward Bruce
*Cum Laude*
Bradley Clinton Childress
Lisa Ward Clifton
Carla Ann Cloninger
Sandra Ruth Coats
*Magna Cum Laude*
Rhonda Faye Coolidge
Timothy Grey Dean
William John Ebel
Melissa Jill Ferguson
Joseph Carl Greene III
Michael Anthony Greisamer
Raymond Isaac Hand
Amy Suzanne Hankins

Jorge Luis Harris
Tina Gayle Byrd Haywood
Robert Lawrence Hayzlett, Jr.
Violet Fennette Henderson
Sherry L. Henline
Lorna Ann Hinson
Mary Elizabeth Hockaday
Cynthia Lynn Jackson
Jeannie Myers Jernigan
*Cum Laude*
Milva Ideliz Jimenez
Allan Laverne Kelley
*Magna Cum Laude*
Lisa Beth Kelly
*Summa Cum Laude*
Timothy Joseph LeClair
Denise Edith Lee
Stanley Jordan Leonard
*Cum Laude*
Mary Elmira Lesnowicz
Mary Sue Hamilton Livingston
*Magna Cum Laude*
Rosa Linda Lopez
Susan Murphy McKeown
Larinda Gayle McLamb
Trisha Ferini Marchant
Letitia Rachele Maynor
Darrell Van Milton
Steven Lee Moore
Susan Branch Moore
David Thomas Morgan
James Edward Neville III
Rona Lynn Oehmke
Chrystal Anne Oldham
Dorothy Denise Owen
*Cum Laude*
Kenneth Ray Pruitt, Jr.
Vivian Ward Rademacher
*Magna Cum Laude*
Michael Gregory Rhodes
Moraima Rivera
*Summa Cum Laude*
Fran Racquel Roach
Tina C. Roberts
*Cum Laude*
Terry David Robinson
Lynn Gore Rodgers
Kelli Michelle Sebastian
*Cum Laude*
William Andrew Shepherd
Connie Elaine Simpers
Douglas William Sparrow
Jane Rachel Stack
Joan Havlovic Swenson
*Cum Laude*
Rhonda Lynette Swiderski
*Cum Laude*
Stephanie Michelle Thomas
*Summa Cum Laude*
Scott Edward Tripp
Terry Dale Tucker
David Glen Upchurch
Caroline Cynthia Warren
*Cum Laude*
Jeffery Jackson Warren
David A. Weaver
*Magna Cum Laude*
Stephanie Taylor Wood
Dianne Hight Woodell
Michael Ray Woods
Paula Renee Yow

## Bachelor of Science

Fred Henry Alexander
Dana Lynn Andrew
Beth Ann Bannak
Barry Paul Barbour

Ruth Hines Blades
Matthew Craig Boykin
Ralph Morrison Brawley IV
Edwin Ray Brewer
Jerry Dan Brown
*Summa Cum Laude*
Virginia Lynne Brown
Julian Searcey Brown-Bethune
Kelly McNeil Bulla
BonnieJean Harris Burns
Julia Danenburg Butler
*Summa Cum Laude*
Angela Kathleen Cameron
Michael W. Carey
Julia Ann Carter
Doug Clifton, Jr.
Sarah Jaggers Coggins
Dawn Franklin Collins
Rebekah Marie Collins
*Summa Cum Laude*
Karen Denise Copeland
James Roger Corbett
Lynda Doris Dedmon
Jennifer Arlene Dixon
Kelly Renee Dotson
Teresa Price Farrior
*Cum Laude*
Melinda Kay Fisher
Elizabeth Rogers Fitzgerald
Angela Gaye Fortner
*Magna Cum Laude*
Lisa Michelle Frost
Adrian Marie Gauldin
Kelly Suzanne Gresham
Gina Lynn Gurganious
Angela Kay Hardiman
*Cum Laude*
Denise Cheryl Heath
Susan Renee Hewitt
Douglas Marshall Hodges
Sara Kimberly Holmes
Frank Lynn Holobinko
Randall Scott Hood
Sherri Lee Howell
Susan Rene Iverson
Michael John Jinks
Jennifer Ann Johnson
Cherry Ann Jones
Shawn David Kekel
Mary Elizabeth Dawes Keown
*Cum Laude*
Danette Darlene Kerner-Smith
*Cum Laude*
Daniel Smith Lai
Lisa Michele Lancaster
Shelley Peele Lanier
George Jeffrey Lee
*Cum Laude*
Sang-Hyun Lee
*Summa Cum Laude*
Melissa Renee Lloyd
*Magna Cum Laude*
Sherry Jalynn McDonald
Jason Paul Marchant
*Magna Cum Laude*
David Anson Martin, Jr.
Summa Cum Laude
Russell Jason Meares
Armando Montana
Paula Tara Morrison
Angela Dawn Moses
Janet Renee Murray
Susan Christine Neugent
Anne Lamb O'Harrow
Miguel Gabriel Oleaga-Sanchez
Michael V. Orsini
*Magna Cum Laude*
Wanda Turnage Pearce
*Magna Cum Laude*
Martin Lucian Peele

Mary Beth Rivenbark
*Cum Laude*
Wesley Craig Rogers
*Cum Laude*
Sherri Lynn Ryals
Martha M. Seals
Terri Jackson Shaffer
*Magna Cum Laude*
Vicki Lynne Royce Shuck
*Cum Laude*
Anthony Lynn Sigmon
Gina West Slate
Heather Mears Small
Donna Hammond Souders
*Cum Laude*
Christopher Lee Springs
Lora White Street
*Cum Laude*
David Franklin Swayne, Jr.
Elizabeth Paige Thomas
Marcia Lilly Thomas
*Magna Cum Laude*
Candy Ellen Creech Underwood
*Cum Laude*
Johnna McLean Upchurch
Taire Anne VanScoy
Brenda Elizabeth Sease Walker
Elizabeth Dawn Ward
Angela Gail Washington
Angela Gail Whaley
Yvonne Warren Wheeler
*Cum Laude*
Robin Hudson Whitman
Jeffrey Wayne Winslow
Buck Jones Womack, Jr.
Joe A. Wood
*Cum Laude*
Arlene Hill Wyatt

## Bachelor of Arts

Colleen Lorraine Adair
David Michael Adams
Sarah Lynn Alexander-Lee
*Magna Cum Laude*
John Michael Asher
Kenneth Wayne Atkins
Cynthia Anne Balogh
*Cum Laude*
Edgar Anthony Barbour
*Cum Laude*
Martha Dale Byrd
*Summa Cum Laude*
Nicole Lane Byrd
*Summa Cum Laude*
Veronica Phelps Byrd
*Cum Laude*
Alisha Dawn Clayton
*Summa Cum Laude*
William Henry Cox, Jr.
Robin Elizabeth Duff
Charlene Vernell Edwards
*Cum Laude*
Lisa Elizabeth Edwards
Mark David Emmer
*Magna Cum Laude*
Julie Carr Fussell
*Magna Cum Laude*
Robert Michael Gann
Amanda Lee Gauldin
Tammy Marie Gurganious
Billy Raymond Hall
Patricia Delayne Harmon
*Magna Cum Laude*
Julie Christine Hatchel
*Summa Cum Laude*
Rebecca Rachelle Hatfield

Janet Marie Haynes
*Summa Cum Laude*
Glenda Renee Holder
*Magna Cum Laude*
Sandra Kay Hollingsworth
Allen D. Holm, Jr.
Terry Gene Hubbard
Kimberly Sheryl Jones
*Cum Laude*
Jena Tart Kelly
*Cum Laude*
Christine Louise Knott
Alecia Lynn Lakernick
*Magna Cum Laude*
Kiecha Gray Langston
Jeffrey Bernard Leak
Carol Darlene Lominac
Tonya Gaye Madison
*Cum Laude*
Michael Douglas Moore
*Cum Laude*
Karen Lynn Newell
*Cum Laude*
Sandra Marie Norris
Eleanor Frances Owen
Craig Eugene Pettit
David Joseph Warren Pikul
Melissa Ann Pope
Sondra Dee Rabon
Anthony Kirk Ray
Kimberly Dawn Rife
Lisa Karen Sebastian
Sheryl Denise Shaw
Mark R. Smith
Tracey Lynn Snead
Terence Lee Taylor
*Summa Cum Laude*
Sheila Carol Thompson
*Magna Cum Laude*
Charles R. Ullman
*Cum Laude*
Penny Gale Weaver
Virginia Leanne Webb
Susan Elizabeth White
*Cum Laude*
Ashley James Williamson
Rodney Gene Wilson
*Cum Laude*
Deborah Brooks Womble

## Master of Business Administration

Michele Faith Barrows
Russell Edward Black
Timothy Carstarphen Burgess
Kenneth David Craig
Kenneth McKenzie Craig
John Barnes Dunn, Jr.
Clarence L. Flowers
Charles E. Graham, Jr.
Steven Clay Grubb
Scott Peter Grum
Bart Edward Haley
Ricky Nelson Hardy
Kenneth E. Harris
David Joseph Johns
Peter Alexander Kannon
James Lee Lockamy
Malcolm Worth McDonald, Jr.
Julius Akinsola Majekodunmi
Mark William Mouw
Maurice Ugochukwu Okafor
Edwin Chinweuba Okoye
Jerry L. Sanford
Marty L. Scarborough
Deborah Ann Stripling

James Linwood Thomas
Sara Miles Tilley
William W. Ward
Sandra Boesch White
Craig Allen Whitt
David W. Willcox
Abdul-Rahman F. Yasin

## Master of Education

Jeffrey Hudson Allen
Kathy Tindall Bailey
Ella B. Battle
Janet Sullivan Batts
Madie Dudley Bell
Barbara Bradley-Hasty
Bonnie Parrish Byrd
Denise Benson Byrd
Rhonda Spivey Campbell
Brenda Lee Hanna Davis
Catherine Price Dickerson
Kimela Blackburn Fortner
Martha Barnes Gregory
James Leroy Hartsell
Ashley Margaret Henderson
Edward John Kelly V
Lee Anne Rhodes Kirn
Sandy B. Lampros
Deanna Locklear Lowry
Flonie Jones Moore
Nancy Joan Neil
Kimberly Anne Phinizy
Elbert Campbell Price II
Edward Lee Radford
Phyllis Kannan Radford
Lynn Cherise Sloan
Lela Rose Stancill
Joan McDuffie Stanley
Brenda Sutton Warren
William Jay Washo
Jacquelyn Whittington
Jewel Evans Williams
Marci Eve Willner
Debra T. Woodard

## Education Specialist

Hewitt Alexandria Brown, Jr.

## Doctor of Pharmacy

Robert Alan Ashworth
*Cum Laude*
Teresa Lynn Baker
*Cum Laude*
Norman Dewitt Banks
Kimberly Eakins Basden
*Magna Cum Laude*
Jennifer Lynne Beck
Kimberly Mays Biggers
*Magna Cum Laude*
David Tyson Broome
*Summa Cum Laude*
Philip Wilson Broome
*Summa Cum Laude*
Raymond Eugene Brown
Nancy Catherine Sessoms Burgess
Lisa Kim Cook
Carroll Lynn Graham
*Cum Laude*
David Todd Harman

Karen Lynn Harrell
W. Cameron Haskett
*Summa Cum Laude*
Johnny Wilson Hayes
*Cum Laude*
John Harlen Higgins
*Magna Cum Laude*
Christopher Todd King
Michael Paul Lamberth
Connie Ruth Lee
*Magna Cum Laude*
Elton Wayne Long, Jr.
Betty Jean McCloud
Tammy Bordeaux Malpass
*Cum Laude*
Diana Marie Maravich
*Cum Laude*
Robin Barnes Michael
*Magna Cum Laude*
Geri Ellis Mills
Joseph Stephen Moose
Carol Ann Morris
Susan Rene Nixon
Marjorie Anne Hollman Pace
*Summa Cum Laude*
Jeffrey Ray Pendergrass
*Cum Laude*
J.P. Renfrow, Jr.
*Cum Laude*
Kathy Leigh Riley
*Cum Laude*
Tommy Dale Roberts
Martha Rosser Sapp
*Summa Cum Laude*
Adrienne Denise Scott
Lisa Bass Smith
*Cum Laude*
William R. Strozyk
*Summa Cum Laude*
Donna Frazier Thompson
*Summa Cum Laude*
Christy Wainwright Whitley
*Summa Cum Laude*
Luanne Kemp Williams
*Summa Cum Laude*
Michael Glenn Williams
*Cum Laude*
Douglas Montell Yoder
*Magna Cum Laude*

## Doctor of Education

John Alan Parnell

## Juris Doctor

Karen Anne Alexander
Harriet Anne Ashby
Kelli Luann Barefoot
John Jefferson Barrow
Bruce A. Batchelor
Marlene Dixon Blake
Paul Neyron Blake III
Arthur Mack Blue
Robert James Bonds
David Scott Bowers
Cum Laude
Kevin Rhys Brackett
Wallace Wayne Bradsher, Jr.
Angela Sue Bullard
Laurie Jo Burch
Kenneth Darryl Burns
Thomasine Campbell
Christopher Lee Carr

Karen Marie Caviness
Johnny Clarence Chriscoe, Jr.
*Summa Cum Laude*
Susan Elizabeth Cieszko
Michael Wood Clark
Todd Anthony Cline
*Cum Laude*
Melinda S. Crawford
Kenneth Floyd Crow
Caren L. Davis
*Cum Laude*
Wilhelmenia Delores DeVone
Debby B. Edwards
Seth Hughes Edwards
Jeffery Benton Foster
Benjamin Franklin, Jr.
Benita Walker Gibbs
Ann Lucia Gordon
David Allen Gouch, Jr.
Norris Musselwhite Grantham
*Cum Laude*
Gerald Henry Groon, Jr.
Graham Francis Gurnee
Dale Lee Hamby
William Brady Hamel
Joseph Ellis Herrin
Alan Bryant Hewett
George Robert Hicks III
*Cum Laude*
Margit Monaco Hicks
William Hackney High, Jr.
Claire Vann Hill
Jeffrey Cecil Hollers, Jr.
Kristin Diane Holmquist
David Alan Joly
*Cum Laude*
Andrew David Jones
Cecil Barclay Jones
Jeffrey Dean Jones
Darrin Dupree Jordan
Penelope Elizabeth Joyner
Rosalind Patricia Kerr
Ronda L. Lovell
*Cum Laude*
Sonya F. Loving
*Cum Laude*
George Michael Malone, Jr.
Jerry Allen Mannen, Jr.
Debra Lyn Massie
William Patrick Mayo, Jr.
Colin Perry McWhirter
John Jacob Miller III
*Cum Laude*
Jack H. Moody, Jr.
Veronica Louise Moore
Marcia Lea Morgan
Timothy Walker Morse
Robert Anthony Mulvihill
Francina Lewis Muse
*Cum Laude*
Georgia Spiros Nixon
Melissa Carol Owens
William Willetts Peaslee
Nancy Crocker Phillips
Steve Arthur Quinn
Susan Lane Robbins
Mary Charlotte Ross
Michael John Rousseaux
Michael Patrick Sanders
*Cum Laude*
Kurt D. Schmidt
Samuel Alan Scudder
Scott G. Sherman
*Cum Laude*
Louis Bryan Smith
*Cum Laude*
David Wayne Snipes
Wade Austin Stanley
Donald Ray Stroud, Jr.
Kathleen G. Sumner

Kimberly Tatum
Robin Hayes Terry
David John Thelen
Thomas Gray Walker
Charles Chris Webster
Ryan Craig Sebastian Weeks
Anna Jill Westmoreland
Roy Harrison Wiggins
*Cum Laude*
Dale Ann Wilkinson
Alan Gene Wilson, Jr.
Charles Edward Wilson, Jr.
Jeffrey Louis Wilson
Judi Spence Youngs

## Summer 1990

### Associate in Arts

LeAnn B. Blackmon
David Charles Coleman
Judithann W. Deaton
Gary Michael DeWeese
Pamala Verlene Dover
William Douglas Drake
Jackie Ray Hall
Carol A. (Birkman) Hardy
Ricky Lee Keeling
Stephen Russell Konnovitch
Luann Lusardi
Brian L. Martin
James Milo Minnich
James Prudhomme, Jr.
David Antonio Rodriguez
Jeffrey S. Sanborn
Charles H. Wetzel
Deborah Lynne Whitten

### Bachelor of Applied Science

James Singleton, Jr.
Mark W. Vincent

### Bachelor of Health Science

Julie Lynn Johnson

### Bachelor of Business Administration

Gwendolyn Adams-Britt
*Cum Laude*
Charles Edward Anderson, Jr.
Brian Cannon Andrews
Jeffrey Scott Bain
Kenneth Harold Barbour, Jr.
Renee Lynette Bethell
Errol Anthony Bond
Richard Glenn Bowen
Richard Keith Brown
Andrew Bethea Canady
Natalie Omelchenko Cox
*Summa Cum Laude*
Steven Barry Creasman
George Michael Daniels
Jeffrey Harold Davison
Douglas Fillmore Dickens, Jr.
Howell Leroy Edwards, Jr.
Joy Lynn Elliott
Constance Marie Endsley

John Milroy Griffin
Erika Ann Heaney
*Summa Cum Laude*
Ronald Lynn Larsen
Jody Alexander McNeill
Lelia Beth Meadwell
Paul Joseph Mullen
*Cum Laude*
Ruth K. Mullen
*Magna Cum Laude*
Herbert Howard Owens
Teresa L. Pizzano
Bobby Lawrence Porter
*Cum Laude*

Diane Niehus Porter
*Summa Cum Laude*
Keith A. Post
Cynde L. Romeo
*Summa Cum Laude*
Mounir George Saleh
John Anthony Simpson
Richard James Stafford
Ronald David Steere, Jr.
Meredith Player Stiehl
Russell Jaynes Tate, Jr.
Tomoko Uchida
Jay Thomas Van Krevelen
Lawrence J. Zimmerman

## Bachelor of Science

David Duane Baker
*Summa Cum Laude*
Hamidreza Bakhteyar
Pamela Kaye Bass
*Summa Cum Laude*
Mark Dail Craft
Jennifer Leigh Dowd
Thomas M. Froelich
Lisa Cornelia Hamilton
Stephen Dennis Jarvis
Katayoun Kamalifard
Diane Leary
Matthew Lloyd

James Donald Moore
Kelly Raquel Moore
Jay Gary Newton
Terry John Ramke
Martha Carol Raynor
Brad S. Senter
Richard Kirven Slade II
Mary LeMar Small
Kathryn Ann Kelley Ward
*Magna Cum Laude*
Lorraine Cucinella Wilson
*Cum Laude*

## Bachelor of Arts

John G. Anderson, Jr.
Karen Annette Brown
Eric Thomas Ellis
Barbara Michelle Faulkner
William Douglas Fulghum, Jr.
Michael David Gregory
Chester Lee Henderson, Jr.
Holly Elizabeth Huber

Kimberly Anne Knott
Tasha Lynn Lee
Doris Esther Lusk
*Summa Cum Laude*
David Larry McWhorter
Michael Millard Daniel Maloney
R. David Morrow
Nathaniel Wilson Norwood, Jr.

Lewis Allan Parrish, Jr.
Gregory Curtis Taylor
Jennifer Lee Parker Whittington
*Cum Laude*
Jae Chun Won

## Master of Business Administration

Douglas Lonnie Baker, Jr.
John David Boyd
Perawat Bijayendarayodhin
Joyce Elizabeth Britt
Michael P. Cortina
Lee Ann Duke Crowder
Kenneth Alan Garrison
Stephen R. Haluska
Michael Kelly
Sharon Renee McMannen
David Jordan McNeill
Gary Matt
Dan Moses
*With Distinction*
Dorothy Helen Mullins
Emmanuel A. Ngene
Douglas Van Oglesby
*With Distinction*
Norman W. Reece
Graeme Stewart
Donald Bennett Strickland, Jr.
James Darin Ward
Herbert Yancey Washington
Yimbu Mayemba Ziuki

## Master of Education

Donna Williams Allen
Monica Lou Benbenek Faistenhammer
Linda Hargrove Farmer
Joseph Michael Hassey
Glenna Petrey Sheppard
Debra Gilmore Wilson

## Doctor of Pharmacy

Deo S. Bukenya
James (Jim) E. Jones, Jr.

## Juris Doctor

Olivia Leigh Weeks

## Fall 1990

## Associate in Arts

Gary Wayne Arnwine
Katherine A. Bal
Tamea A. Boone
Kelvin Wayne Brodie
Phillip V. Brooking
Bruce David Burleson
Brenda Sue Donnell
Norman L. Fagin
Rita Kay Ferguson
Matthew W. Gail

Vernard Darrell Green
Brian Andrew Hardie
Melvin James Jackson
Thomas David Johnson
Mary Elizabeth Laughinghouse
John Holohan McCarthy
James C. McConnell
Anamae Marcotte
William Robert Mars
Beverly Ann White Marshburn
Levone Morris
Carlos A. Paige
Dana L. Parker
William Eugene Pitts
Richard A. Reed, Jr.
Yvonne Griffith Starks
William Clinton Weeks
Susan Lynn Wiseman

## Bachelor of Arts

Raymond David Campbell
William Vance Campbell, II
Tommie Lee Culpepper, Jr.
*Magna Cum Laude*
Stephen Todd Dowdle I
Roxann Lynn Granger
Alisa Kay Hilton
Kevin David Hopkins
*Magna Cum Laude*
Bryant M. Horne, Jr.
Gary Dale Jander
*Magna Cum Laude*
Anna Elizabeth Johnson
Mark Allen Palmer
*Cum Laude*
Leslie G. Perez
*Summa Cum Laude*
David Max Perry
Michael Paul Smith
Susan Jones Smith
Tony Glenn Stamper
Leon Kendell Warner

## Master of Business Administration

Kathy B. Alexander
*With Distinction*
Torrey F. Barefoot
Donald Eugene Butler
*With Distinction*
Susan Sparrow Butts
Linda Crump Daughtridge
*With Distinction*
Ruth Ferguson Doyle
*With Distinction*
David Werner Foltz
Andrew Joseph Grodzicki
Connie Aycock Johnson
Edmund L. McCauley
Thomas J. Macrone
T. Keith Marion
Fletcher Joyner Pate
Robert Boyd Patterson
Walter Bruce Rains III
Jeanine Smith Roebuck
*With Distinction*
Debra Simonse Roten
John Michael Southerland
Craig William Stenland
Karen Lynn Strawhecker
Daniel Wayne Tamblyn
Eric Kin-Son Tang

### Master of Education

Angie Porter Baker
Mary Catherine Sasser Barnes
Paul Whitney Bradham
*With Distinction*
William Lester Clagett
Darin T. Cloninger
Amanda Bullard Dycus
*With Distinction*
Vicky Godwin Grady
Monika Krause Halligan
Debra Chevalier Hattman
Joan B. Jones
Patty Ludwig Jung
Laurie Bryan Knight
*With Distinction*
Dorothy Thornton Lee
*With Distinction*
Paula Faye Lippard
Leslie Croom Pate
Dina Cofield Pitt
Margaret Rutkowski Slade
Wendy McLeod Stephenson
Amelia Jones Teachey
William Kenneth Weddington
*With Distinction*

### Doctor of Pharmacy

Thomas Ray Ennis
Wayne Payton Smith

### Doctor of Education

Wiley Gillam Barrett
James Owen Bennett
George Dewey Griffin
William Richard Johnston
Catherine Ann Sewell
Larry Vernon Upchurch
Donnie E. Weeks

## Spring 1991

### Associate in Arts

Dagmar G. Beecher
LeTonya M. Davis
Gene F. DeFreitas, Jr.
Edward Paul Denman
Stonie M. Eastman
Mark S. Edwards
Charles Robert Hayden
Timothy Gene Kennedy
Edward Lee Lawson, Jr.
Roberto Lopez, Jr.
Dana G. Meredith
Wilma L. Miller
Robert Christopher Moore
Clinton D. Richey
James Robert Riley, Jr.
Michelle A. Townsend-Lewis
Stephen Edward Walker

### Bachelor of Applied Science

Edward Douglas Day, Jr.
Maylon Arthur Kirby, Jr.

William Charles Montalvo
Jimmy C. Pritchard
*Magna Cum Laude*
George M. Waslicki
Donna Elkins Waters

## Bachelor of Health Science

Karen Lynn Offenhauser
Tonia Marie Peters

## Bachelor of Business Administration

Wendy Leigh Adams
Patricia Candice Adderley
Thomas Ruddock Allen
Barbara Elaine Armstrong
Robert Kevin Ashworth
Tamela Dawn Baker
Tina Gregory Baker
Ann Carpenter Barefoot
G. Wilson Bass, Jr.
*Cum Laude*
Melissa Dee Bell
Ann Sharon Matthews Benson
*Summa Cum Laude*
Ann Renee Blackwood
Susan Renee Brown
John Quincy Bryant
*Summa Cum Laude*
Alicia Marie Bumpas
Stuart Andrew Bunting
*Summa Cum Laude*
Charlie Jackson "Jay" Burbage, Jr.
*Summa Cum Laude*
Ann Smith Burgin
Baccuhus Holland Carver
Lavon Matthews Clegg
Janet Marie Collins
*Cum Laude*
Dawn Patricia Conger
*Magna Cum Laude*
Douglas Joseph Cowin II
Michael Wade Daughtry
Robert A. Davidson
*Summa Cum Laude*
Beverly Christine DeVane
Brian Keith Dimsdale
*Magna Cum Laude*
Jeffery Hunter East
Sherry Marie Ezzell
Cathie Ann Fiedler
Charles Reed Futrell
*Summa Cum Laude*
Donna Lynn Garner
Michael S. Geers
Sean Brennan Gleason
Angela Lynn Hamrick
Jonathan Lee Hancock
*Cum Laude*
Alex Devone Hawes
*Cum Laude*
Howard Lee Herring
Shawn Lee Herrmann
Debra Leigh Hilliard
*Cum Laude*
Richard Andrew Holland
Larry D. Horne II
Joseph Dwight Jenkins, Jr.
Kellie Jarman Johnson
*Cum Laude*
Gary Wayne Kennedy
*Cum Laude*
Robert J. Kerstetter
Amy Elizabeth Kyles

Carla Denise Lanier
Frederick Daniel Leytham
*Cum Laude*
Jonathan Caldwell Lucas
Susan Michelle McDade
Vicki Anne McIntyre
Graham Kent McLamb
W. Shawn McLeod
Ralph Albert Malami
James Patrick Marshall
Kenneth Robert Massey
*Summa Cum Laude*
Andrea Lynette Miller
*Cum Laude*
Jo Ann Ryals Moore
*Cum Laude*
Kimberly Darleen Moore
Pamela Joy Nebrat
Edward Jackson Nichols
Laura Mae Osborn
*Summa Cum Laude*
Katsumi Otani
Bess W. Page
John Patrick Payne
Andrea Jeannette Pope
John Anthony Posey
David Michael Pound
Gregory Lee Prillaman
David Timothy Ray
Stephen Anthony Riddick
Mary Bean Rogers
*Summa Cum Laude*
Edna Annie Ruffin
*Cum Laude*
Valerie Dean Sauls
William Frederick Schultz, Jr.
Paige Baker Simpson
*Cum Laude*
Kenneth J. Slonis, II
Edward Glenn Strickland
*Summa Cum Laude*
Teresa Lynn Surles
Laura L. Sutton
Carol Francine Taite
Carey Renee Tew
*Magna Cum Laude*
Christopher George Wagner
Donna Suzanne Woodell
Kenneth Charles Wooten

## Bachelor of Science

Starlon Willis Adcock
Steven Eric Aman
*Summa Cum Laude*
Kenneth Leverne Anderson
Lisa Dawn Anderson
Christie Joan Wolosenko Barber
Tammy Swinyer Barbour
*Cum Laude*
Jennifer Parker Barnes
*Cum Laude*
Martha Anne Barr
*Cum Laude*
Jeffrey Jerome Barrows
James Albert Batton
Norma Bense
Christine Jean Bianchi
Sandra Ann Bornes
Kathryn Elizabeth Britt
Tammy Sue Brown
Robin Reyna Bullion
*Cum Laude*
Patricia Ann Shepard Bunch
Alexander Louis Edward Carter
*Cum Laude*

Barbara Ann Cerio
Cendie Guthrie Colburn
*Cum Laude*
Robyn Elizabeth Crosby
Melandie Len Cross
Michele Liegh Cross
*Cum Laude*
William Lee Crowley, Jr.
*Magna Cum Laude*
Ronald Cornelius Czarnecki
*Magna Cum Laude*
Lena Michelle Blakeley Daniel
*Summa Cum Laude*
Pamela Victoria Daughtry
Terry Midgett Denno
Sonya Kay Dombroski
Julie Marie Donnelly
*Magna Cum Laude*
Laura Sams Dudley
Angela F. Edwards
*Cum Laude*
Karen Elizabeth Elledge
Karen Veronica Enzor
Harriett Epps
David Wayne Erpelding
May Dell Floyd
Jill Allison Freese
Lisa Gay Gammons
Deanna Carol Gaskins
Cathy Gibson
Lena Maria Gilfone
Edward Gonzalez
*Cum Laude*
Jerry Burke Gravitt
Kip Allen Gray
William Eugene Haas
Nancy Leigh Hale
*Cum Laude*
James Darren Hales
Carol Annette Estes Hall
*Magna Cum Laude*
Theresa Lynn Hall (Masters)
*Cum Laude*
Lynn Allison Hancock
Amy Melissa Haynes
Dana Lee Hicks
Mary Lynn Hinson
Kellie Jane Hinton
Gwendolyn Marie Hite
Michelle Denise Hunt
Mashashi Ishii
Laura Jacqueline Jackson
Shelda Renee Jackson
Kathy McGee Johnson
*Summa Cum Laude*
Leianne Dean Kelly
Dalton Stephon Kornegay
Poh Sang Lai
Kelly Ann McCracken
Joseph Bostwick McMinn
Michelle Yvonne Macri
Sharon Rooks Massey
Gina Josette May
Bryon Kevin Miller
George Edward Ngando
Eleanor Margaret Nicholl
Diana Kaye Nowell
*Magna Cum Laude*
Carla Jane Pardue
Lisa Dawn Parrish
April Renee Lassiter Peedin
*Summa Cum Laude*
Lori Penny Pender
*Summa Cum Laude*
Glen Edward Pierce
Kimberly Dunn Polinski
Lucille Gaye Raynor
*Summa Cum Laude*

James William Reifinger
Theresa Emeline Renegar
Elizabeth Paige Renfrow
Ashley Adair Rider
Sandra Marie Roberts
*Magna Cum Laude*
Donna Marie Sauls
Beverly Jean Shepard
*Cum Laude*
Jennifer Laura Shives
Robin Griswold Showalter
*Magna Cum Laude*
Christina Lane Sibbett
Charles Jeffrey Smith
Doris Melinda Smith

Alecia Maria Spence
Haley Michelle Stancil
Valerie Victoria Strickland
Kevin Philip Graham Stroud
Patricia Kay Smith Sundquist
*Cum Laude*
Janice Ellen Surratt
John Keith Vickery
Sharon Dianne Waddell
Jenny Tompkins Wehrly
Randall Eugene Wheeler
*Summa Cum Laude*
Melody Joan Wood
Susan Elizabeth Zinn
*Cum Laude*

## Bachelor of Arts

Scott Arthur Amundsen
Tracy Lorraine Babcock
*Magna Cum Laude*
Robert Brian Bowman
Laura C. Schaller Brennan
*Summa Cum Laude*
Kimberly Dawn Carlyle
*Cum Laude*
Vernon Ray Carr, Jr.
Catharine Hermia Chase
Christa Rose Collins
*Magna Cum Laude*
Richard John Costanza
Stephanie Lynne Creech
Victoria Laura Edwards
*Summa Cum Laude*
Rachel Elizabeth Elkins
*Summa Cum Laude*
Denise L. Fetzer
*Summa Cum Laude*
Timothy Lee Fox
*Magna Cum Laude*

Vickie Sue Gallimore
Charles Ray Garner
Jonathan Walker Gillikin
*Magna Cum Laude*
Jacqueline Michelle Goble
*Cum Laude*
Ronald Sydney Arthur Goodwin, Jr.
Gary Lamar Haile
Joe Elmon Hairr
Lucy Hobson Hartley
*Summa Cum Laude*
Jason Kyle Hayden
Selina G.J. Higgins
*Summa Cum Laude*
Laurence Pegram Howard
*Cum Laude*
Yuko Inoue
Sara Lynn Johnson
Donna Michelle Jones
Oscar Adolph Kafer IV
*Cum Laude*
Lynne M. Kay

*Summa Cum Laude*
Brigitte Michell Kelley
*Magna Cum Laude*
Joseph Everett Kennedy III
Herbert Victor Kemer III
Donald Eric Landrum
Gina Hope Lewis
*Cum Laude*
Tammy Bowyer McGee
Donna Jo McIntyre
Cassaundra Beth Manogue
Helen Suzanne Massengill
*Summa Cum Laude*
Warren Johnnie Mays
Kimberly Anne Menefee
Jason McCall Minter
Jesse William Mooney, Jr.
*Magna Cum Laude*
Alexandrea Kay-Lee Moore
Stephanie Toekeya Moore
Wenly Castillo Nelson
Cathy Morgan Peacock
Matthew Gregory Pittman
Jefferson Scott Price
Helen L. Prichard
Tina Jane Raines
Julia Ann Raw
Paula Jean Ray
Jeffrey Lynn Rea
William M. Rice
Robin L. Roberts-Cox
Roberto Rubi
Lorraine M. Russell
Mark Anthony Shelton
Todd Alan Showalter
Michael Wayne Smith
Reginald Lee Smith
Michael Christopher Sousa
Kelly Norman Sprinkle
*Cum Laude*
Ginger Gray Stancil
Amy Jo Stephenson
*Magna Cum Laude*
Kristi Lynn Stratton
Ronnie Suggs
Paul Britton Surles
*Cum Laude*
Charles McLamb Taylor
Tracey Lynn Thoma
Shalinda Annette Trevillion
Barbara J. Truelove
James Brian Tyndall
Molly Ann Varnadore
*Summa Cum Laude*
John Fletcher Webster
Melissa McCray Wells
Frankie Lynn White
Rigba Conner Wolfe, Jr.

## Master of Business Administration

Katherine Hayes Abel
Kathleen L. Adams
Pamela Cardella Alachi
*With Distinction*
David Dean Anderson
Melissa Jane Wright Anderson
Rhett Rogers Atkins
Alan Joseph Cecutti
William J. Chirinos
Barbara J. Crocefoglia
John Roland Gaster, II
*With Distinction*
Iris Mooring Ginn
Thomas Jefferson Harris, II
Donald Hampton Johnson
Michael L. Jones
Alice Lee-Elmore
Bobby Brooks Little

Larry Richard Loucks
Cynthia Lamberson Main
Michael R. Mendonca
Patsy Hinson Nobles
Clyde Ross Patterson, Jr.
Sanjay Satsangi
Annette Wall Sauls
*With Distinction*
Burea Jefferson Savage, III
Robert Henry Sebald, Jr.
*With Distinction*
Scott Paul Shackleton
Roger Franklin Simmons
Caroline Ann Smith
James P. Sprouse
*With Distinction*
Kenneth Lee Stewart
Kimbrell Kelly Tucker
Wendy Jane Wanzer
*With Distinction*
Fred Michael Womble
*With Distinction*

## Master of Education

Frances Anne Baker Adams
Carol Hayes Artis
Nicky Ronald Blanchard
*With Distinction*
Marsha Dotson Bonner
Mary Liles Coates
Tonya Chape Colwell
Steven A.A. Conley
Elaine P. Davenport
Nancy Waple Fisher
Ira Von Harris
Eugene Hightower, Jr.
Delores Artis Hill
Iris Stewart Hollis
Wayne Lynn King
Jeffrey Trott Kornegay
Mary McFarland Little
*With Distinction*
Robbin J. MacGregor
*With Distinction*
Allison Poole Newton
Joanne S. Penny
*With Distinction*
Tammy Elaine Rhye
*With Distinction*
Susie Legree Shepherd
Elizabeth K. White Turner
Ruzalia C. Vines
Molly Jeanine Waters
Elizabeth Monaco Wheless
Lola Ruth Widman

## Juris Doctor

Linda Smith Armstrong
Roger A. Askew
James McLean Ayers, II
William Kirkland Basnight
Fred Ashley Biggers
Mary Beth May Bostic
Richard Thomas Bowser
*Summa Cum Laude*
Steven Kelly Brady
John Thomas Briggs
Earl Thomas Brown
June Hobby Brown
*Cum Laude*
Robert Anthony Buzzard
Amanda Gail Byrd
Elizabeth Mary Callahan

Debra Fink Clark
Matthew J. Cockman
Tammy Jean Combs
Judy Dalton
Joseph Gomer Davis, III
Scott C. Dorman
Samantha George Edwards
Thomas Leslie Eure
John Kiah Fanney
Nina Lynn Fields
Donald Bruce Ford
Torin Lane Fury
*Cum Laude*
Lori West Gaines
Sally Michelle Gardner
Thurman Allen Gardner, Jr.
*Cum Laude*
Michael E. Garland
Paul Gerard Gessner
Rosemary Godwin
*Cum Laude*
William Kingsley Goldfarb
Michael Alan Green
Juanita Bolton Hart
*Cum Laude*
David Vernon Hartley
Mark Eugene Hartsell
Steven Bryan Hayes
John Alfred Hedrick
Cary Close Homes
*Cum Laude*
Harold Thomas Jarrell, Jr.
Robert Dewey Jenkins
James Donald Johnson, Jr.
David Charles Johnston
Timothy Brian Joines
Cathy Fuller Jones
Dawn Peters Jordan
Darci Leigh Judkins
*Cum Laude*
T. Michael Lassiter, Jr.
Jacquelyn Lee
Hugh Banks Lewis
Benjamin Bailey Liipfert, III
*Cum Laude*
Amy Elizabeth Long
Elizabeth Heath McCullough
Terri Lynn Martin
Wendy Webber Melton
Catrina Hotchkiss Mercer
Christopher Lamar Mewborn
*Cum Laude*
Lisa Marlene Miles
Elizabeth Vance Miller
Michael Francis Miller
David Franklin Mills
Lisa Skinner Minchew
Thomas Jordan Moore, II
Charles Hampton Munn, Jr.
*Cum Laude*
John Patrick Myers
Jacqueline Ann Newton
Jeffrey Scott O'Neal
Garry Dean Owens
Todd Michael Peebles
George Howard Pender
Sandra Alice Ray
Scott Elwood Reid
Norman Charles Riddle
Michael Francis Rogers
Timothy Scott Sessions
Robin Regina Setzer
Michael Brett Shaw
Steven Weir Sizemore
Angela Marie Skerrett
Janet Smith Slusser
Reba Sloan Smith
Troy James Stafford
Christopher Samuel Stepp
Stephen Neil Stout

Steven R. Stroud
Kimberly Anne Swank
*Cum Laude*
N. Dexter Swanner, Jr.
Brian Zachary Taylor
Jonathan Kent Trull
Benjamin Milton Turnage
William B. Tyson
Marion R. Warren
Herbert Jay White
Donna Bernard Wojcik
Gloria Leonora Woods

## Doctor of Pharmacy

Michelle Lynn Allen
Noris De La Torre Babb
*Summa Cum Laude*
Melvin Nishan Barnhilll
Billy Bell
Mary Kathryn Bender
*Cum Laude*
John Harold Boyd
Vicki Juanita Burchette
*Cum Laude*
Joseph Jerald Cole, III
*Cum Laude*
JoAnn Sill Dempster
*Cum Laude*
Karen Lynn Downing
Jean Elizabeth A. Early
*Magna Cum Laude*
Rhonda Kelly Fallin
Thomas H. Furman
Karen Lynn Gentry
Dina Moutos Goodson
D. Michael Grove
*Cum Laude*
Tina Marie Harrison
Lisa Slappe Head
Deborah Irene Hester
Kimberly Barbee Hoffman
*Magna Cum Laude*
Leatha S. Horton
*Cum Laude*
Lois Tompkins Johnson
*Magna Cum Laude*
Randall Willis Jones
*Cum Laude*
Michael William Kanetzke
*Cum Laude*
Tracey Nanette King
*Cum Laude*
Melissa Louise Lewis
*Magna Cum Laude*
Bruce Daniel Lucas, Jr.
Vickie Danise McLean
Reba Lynn McSheehy
*Cum Laude*
Kimberly Ann Mock
Sally Pignataro Morton
*Summa Cum Laude*
James Pennington Mundy, Jr.
*Cum Laude*
Gene Allen Nobles, II
Elizabeth Mercer O'Ham
*Cum Laude*
Paige Hamilton Oliver
James Herman Osborne, Jr.
*Summa Cum Laude*
Debra Lynne Pearson
Nga Thi Thu Pham
Kimberly Renee Poinsett-Holmes
*Summa Cum Laude*
Suneeta M. Prasad
Mark J. Realini
Patricia Parker Roberts
*Summa Cum Laude*
Helen Jeannette Sands

Lisabeth Josanne Saunders
Lora Poteet Seay
*Summa Cum Laude*
Pamela Sue Shelton
*Summa Cum Laude*
Melissa Kaye Stone
James Ronald Sugg, Jr.
Tasha F. Suggs
Pamela S. Sutton
Whitney Leigh Swatzson
William Thomas Symonds, III
*Summa Cum Laude*
Angela DeAnn Tennant
Jeffrey Allen Thompson
Robyn Stone Tilley
Ricky Douglas Trivette
Sallie Osborne Turlington
*Magna Cum Laude*
Joseph Wayne Wallace
Paula D. Warrick
Tammie Chavis Watkins
*Cum Laude*
Robert Frank Whaley
Jennifer Thigpen Wiggins
*Summa Cum Laude*
Amy Susan Williams
Lydia Drumm Woodard
Mickey Dean Worthington

### Doctor of Education

Paula Sue Johnson Arnold
Gilda Ledbetter Benstead
Fontaine B. Campbell, Jr.
Linda T. Coln
Ronald Lynn Montgomery
Larry Edward Riggan

## Summer 1991

### Associate in Arts

Kenneth Ray Carpenter, Jr.
Ralph John Clinkscales
Robert Anthony Davis
Marc Kevin Dudley
Kevin Michael Groves
Andrew Leroy Jackson
Deidra A. Jankowiak
Michael Randy Johnson
T. John Nelson
Michael A. Olson
Joseph Michael Wietecha, III

### Bachelor of Applied Science

Charles Steven Ashcraft
*Cum Laude*

### Bachelor of Business Administration

Robert Bruce Broadwell
Sarah Salome Burrus
Laura Marie Cannata
Gregory Sims Cox
David Creedon
*Cum Laude*

Charles William Dean
Landon Todd Dixon
Lisa Renae Gilbert
Richard Thomas Hardin
Julie Ann Reising Lee
Norman Harold McIntyre, Jr.
Juha Antero Miettinen
Robert J. Milanak
Katsufumi Minei
Elton Lee Mullins
*Cum Laude*
Daniel A. Safriet III
Robert Arlen Seefeldt
Gina Suzanne Stephenson
*Cum Laude*
Kara Jill Weaver
*Summa Cum Laude*
Susan Diane Wilson

## Bachelor of Science

Richard Eric Berrier
Jeannie Grey Bierce
Jennifer Lea Byrne
John Thweatt Cros
Valerie Ann Dingess
Patricia Casey Fitzgerald
*Cum Laude*
Joseph Michael Giles
Melissa Massengill Hayes
*Magna Cum Laude*
Susan Lynn Hester
Wendy Gail Hobbs
Angela Sue Holland
*Magna Cum Laude*
David Michael Love
Page Lea Padgett

## Bachelor of Arts

Brad Allen Alabaster
Tenley Renee Andersen
James Edwin Baum, Jr.
Ronald Joseph Byrd
E. Cansada Marsh Gore
*Magna Cum Laude*
Kris Baker Hoffler
Lisa-Marie Jayne
Michele B. Smith
William Cory Tate
Myra A. Uber-Taylor
Henry Todd Weeks

## Master of Business Administration

Khaled Al-Akhdar
Teri Ann Benveniste
Meredith Casey Bourne
Nancy Sue Byrd
Catherine Lawler Cawley
Reedy Thomas Davis
Claudia Esselborn
Moira T. Fescina
Tomasa Rodriguez Goodson
Robert Franklin Hopson
Lisa Annette Key
Teresa Lynn Luhn
William Dale McInnis
Cavaretta Martin
Robert Scott Melton
John King Nelms, Jr.
Catherine Clark Norman
Timothy Adisa Soetan

Lynn Carol Waggoner
James Forrest Wagner
Alexander Weeks, Jr.

## Master of Education

Mohammad Ahmad A. Al-Koor
Najat Ahmad A. Al-Shibi
LaVerne Aycock Chestnut
Teresa Suitt Cummings
Deborah Farmer
Belinda Scott Harris
Connie Roden Helms
Joyce Campbell McLeod
Roger D. Parham
Marcia Lilly Thomas
Roberta Wells

## Doctor of Education

Mary Alice Thigpen Barnes
Bruce Wayne Jeter
George Douglas Thigpen
Charles Ray Watson

## Doctor of Pharmacy

Stephen Todd Shearon

## Fall 1991

## Associate in Arts

Lawrence James Amato
Christopher R. Backus
Thomas Leslie Bailey, II
Edward William Carter
Harold Cash
Richard Grayson Cox
Edward D. Eacrett
Nilda Teresa Hobson
Bertha Ann Jenkins
Edna Andrews Mangum
Steven Todd Mansker
Robin Shawn Matthews
Calvin L. Pitchford
Randall Allan Reichert
Calvin D. Saulsberry
Albert Philip Srebnick, Jr.
Joseph Ronald Stokes

## Bachelor of Applied Science

Sarah Dalton Tolaro

## Bachelor of Business Administation

Jarrett Will Blackmon
Sheree Denice Butler
Michael Shane Cabe
Deniz Simpson Dawson

Jerry Allan Eades, Jr.
Gregory William Eason
Gwendolyn Ann Gilbert
*Cum Laude*
Dela Fletcher Harris, IV
Jennifer Lynn Heires
*Magna Cum Laude*
John Ross Hood
Kristal K. Humphrey
*Summa Cum Laude*
Michelle Shawna Jenkins
Stephen Leslie Jennings
Georgette Lynn Lamb
Charles Worth McCormick
James Corey Morton
Scott Kaiser Pritchard
Domingo Ramirez, Jr.
Pamela Jan Reynolds
Lisa Boyette Sago
Lucy W. Stanley
Jeffrey Claude Turner
Jonathan Glenn Wall
Sheila Gale Wilburn

## Bachelor of Science

Michael Carlton Adcock
Nestor Alberto Bonilla
Shelley Ann Brady
Pebble Chase Brown
*Cum Laude*
April Elizabeth Earp
Marvin Reginald Edmonds
Leonard Christopher Edwards
Jeannette Hairr Godwin
Richard Theodore Harvatin, Jr.
Christopher Bernard Howell
Brian P. Kalk
Jack M. Ledford, Jr.
Drew William Long
*Summa Cum Laude*
Anne Elizabeth Martin
Brenda McDonald Martin
Joseph Anthony Meyer, IV
Brinkley Alexander Mobley
Harumi Nishida
*Cum Laude*
Tammy Terez Padgett
Franklin D. Phelps
Sandra Newbold Riley
Dana Scott Whitaker
Sylvia Beth White
Carolyn S. Wilder
*Summa Cum Laude*
Tamara Lynn Wilson
*Cum Laude*
Thomas M. Wurm
*Magna Cum Laude*

## Bachelor of Arts

Dorothy Motley Alexander
Robert Judson Brown
Betzaida Conty
Theresa Dale Durden
Dennis Edward Henderson
Jeremy Scott Hutcherson
Christina Lynn King
Altina Pearson Layman
*Cum Laude*
Jeng-Gang Liu
Anthony Vann McPherson
James Thomas Martin

Vivian Angilina May
John Henry Muckenfuss, IV
Donald Jason Nichols
Julian Anthian Parrish
Edward M. Satterley
Paige Durant Sealey
Dawn Marie Shelton
Garrett Cooper Stanfield
*Cum Laude*
Robert Glen Stott
Ruth Daniel Tanner
James Andrew Tart
Daniel Robert Towery
Heath Curtis Vandevender

## Master of Business Administration

Teresa J. Bebout
Stephen Dee Brock
George Kendrick Francis
Garry Lane Gibson
Kimberly Smothers Haddock
Ralph Neil Jackson
Cecilia Denise Johnson
Samuel Glenn Johnson
Elizabeth Newsome Nelson
Hin Kwok Ng
Mark Bevin Struble
James Roy Wetherington
Chrystal Auralea Yeo

## Master of Education

Gwendolyn Massenburg Anderson
Suzanne Saucier Allison
Edward Eugene Bessant
Janet Bishop
Peter Frank Buchan II
Debra Hunt Butler
Karen Wingard Campbell
Susan Elizabeth Cox
*With Distinction*
Glenda Stillson Crocker
Abby Alane Edwards
Kenneth John Frenette
Gertrude Kaefer Kessler
Patricia Paige Langston
Johna Starr Lee
William Thomas Mitchell
Carolyn Kelly Rosser
Richard Thomas Smith
Vera Elizabeth Reitzel Strickland
Doris Cordell Whitehead
Diane Carol Wilson

## Education Specialist

Rufus Gene Hales
Harold W. Lee
Gary Steve McNeill
Julia Irene Palladini

## Doctor of Education

Bernice Patrick Austin
James Arthur Ballard
Addison Rudolph Bass
Marilyn Crumpler Benton
Allen Junior Brickhouse
Frederick I. Denning
Carolyn Spillers Roberts

## ■ Summary of Bachelor's Degrees Awarded

| | Men | Women | Total | Cumulative Total |
|---|---|---|---|---|
| May 31, 1963 through July 21, 1984 | 5731 | 3476 | 9207 | |
| December 10, 1984 | 35 | 18 | 53 | 9,260 |
| May 6, 1985 | 153 | 128 | 281 | 9,541 |
| July 20, 1985 | 40 | 20 | 60 | 9,601 |
| December 12, 1985 | 49 | 47 | 96 | 9,697 |
| May 12, 1986 | 160 | 127 | 287 | 9,984 |
| July 28, 1986 | 26 | 16 | 42 | 10,026 |
| December 22, 1986 | 35 | 46 | 81 | 10,107 |
| May 11, 1987 | 122 | 97 | 219 | 10,326 |
| August 25, 1987 | 24 | 21 | 45 | 10,371 |
| December 31, 1987 | 38 | 27 | 65 | 10,436 |
| May 9, 1988 | 103 | 123 | 226 | 10,662 |
| September 1, 1988 | 23 | 30 | 53 | 10,715 |
| January 2, 1989 | 47 | 28 | 75 | 10,790 |
| May 8, 1989 | 105 | 112 | 217 | 11,007 |
| September 1, 1989 | 30 | 16 | 46 | 11,053 |
| January 2, 1990 | 48 | 25 | 73 | 11,126 |
| May 7, 1990 | 84 | 152 | 236 | 11,362 |
| August 31, 1990 | 52 | 31 | 83 | 11,445 |
| December 31, 1990 | 54 | 26 | 80 | 11,525 |
| May 13, 1991 | 112 | 165 | 277 | 11,802 |
| August 30, 1991 | 24 | 21 | 45 | 11,847 |
| December 31, 1991 | 41 | 34 | 75 | 11,922 |
| May 11, 1992 | 132 | 174 | 306 | 12,228 |
| August 31, 1992 | 30 | 35 | 65 | 12,293 |
| December 31, 1992 | 59 | 46 | 105 | 12,398 |

KODAK 5113 PPB
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## ■ Academic Calendar and Schedule 1992-1995

### Summer School I, 1992

| | |
|---|---|
| Monday, May 18 | Registration |
| Tuesday, May 19 | Classes Begin, 7:30 a.m. |
| Friday, May 22 | Last Day to Drop-Add/Last Day to Register |
| Friday, June 19 | Examinations |
| Monday, June 22 | Grades Due, 8:30 a.m. |

### Summer School II, 1992

| | |
|---|---|
| Monday, June 22 | Registration |
| Tuesday, June 23 | Classes Begin, 7:30 a.m. |
| Friday, June 26 | Last Day to Drop-Add/Last Day to Register |
| Friday, July 24 | Examinations |
| Monday, July 27 | Grades Due, 8:30 a.m. |

### Fall Semester 1992

| | |
|---|---|
| Thursday, August 13 - Friday, August 14 | Faculty Orientation |
| Monday, August 17 | "New" Student Registration |
| Tuesday, August 18 | "Continuing" Student Registration |
| Wednesday, August 19 | Classes Begin, 8:00 a.m. |
| Friday, August 21 | Last Day to Add a Class |
| Friday, August 28 | Last Day to Register |
| Friday, September 11 | Last Day to Remove "Incomplete"/ Last Day to Drop w/out Penalty |
| Saturday, October 3 | Homecoming |
| Wednesday, October 7 | Midterm/All Evening Classes Meet |
| Thursday, October 8 | Midterm Holiday Begins, 8:00 a.m. |
| Friday, October 9 | Midterm Holiday |
| Monday, October 12 | Classes Resume, 8:00 a.m./ Midterm Grades Due 5:00 p.m. |
| Monday, October 26 | Advisement Begins |
| Saturday, October 31 | Parents' Day |
| Friday, November 13 | Advisement Ends |
| Thursday, November 26 | Thanksgiving Holiday Begins, 8:00 a.m. |
| Friday, November 27 | Thanksgiving Holiday |
| Monday, November 30 | Classes Resume, 8:00 a.m. |

| | |
|---|---|
| Tuesday, December 1 | Reading Day |
| Wednesday, December 2 | Examinations Begin |
| Tuesday, December 7 | Examinations End |
| Saturday, December 12 | Grades Due, 8:30 a.m. |

### Spring Semester 1993

| | |
|---|---|
| Monday, January 4 | Registration |
| Tuesday, January 5 | Classes Begin, 8:00 a.m. |
| Friday, January 8 | Last Day to Add a Class |
| Friday, January 15 | Last Day to Register |
| Friday, February 5 | Last Day to Remove "Incomplete"/ Last Day to Drop w/out Penalty |
| Friday, February 19 | Midterm |
| Monday, February 22 | Spring Break Begins, 8:00 a.m./ Midterm Grades Due, 5:00 p.m. |
| Monday, March 1 | Classes Resume, 8:00 a.m. |
| Monday, March 15 | Advisement Begins |
| Friday, April 2 | Advisement Ends |
| Friday, April 9 | Easter Holiday Begins, 8:00 a.m. |
| Monday, April 12 | Easter Holiday |
| Tuesday, April 13 | Classes Resume, 8:00 a.m. |
| Friday, April 23 | Reading Day |
| Monday, April 26 | Examinations Begin |
| Friday, April 30 | Examinations End |
| Wednesday, May 5 | Senior Grades Due, 8:30 a.m. |
| Saturday, May 8 | Grades Due, 8:30 a.m. |
| Sunday, May 9 | Baccalaureate Service, 10:00 a.m. |
| Monday, May 10 | Graduation, 9:30 a.m. |

### Summer School I, 1993

| | |
|---|---|
| Monday, May 17 | Registration |
| Tuesday, May 18 | Classes Begin, 7:30 a.m. |
| Friday, May 21 | Last Day to Drop-Add/Last Day to Register |
| Friday, June 18 | Examinations |
| Monday, June 21 | Grades Due, 8:30 a.m. |

### Summer School II, 1993

| | |
|---|---|
| Monday, June 21 | Registration |
| Tuesday, June 22 | Classes Begin, 7:30 a.m. |
| Friday, June 25 | Last Day to Drop-Add/Last Day to Register |

| | |
|---|---|
| Friday, July 23 | Examinations |
| Monday, July 26 | Grades Due, 8:30 a.m. |
| Wednesday, September 1 | Graduation Certification Day |

## Fall Semester, 1993

| | |
|---|---|
| Thursday, August 19 - Friday, August 20 | Faculty Orientation |
| Monday, August 23 - Tuesday, August 24 | Registration |
| Wednesday, August 25 | Classes Begin, 8:00 a.m. |
| Friday, August 27 | Drop/Add, 1:00-5:00 p.m. |
| Tuesday, August 31 | Convocation |
| Friday, September 3 | Last Day to Register |
| Friday, September 17 | Last Day to Remove an “I”/ Last Day to Drop w/o Penalty |
| Saturday, October 2 | Homecoming |
| Thursday, October 14 | Midterm Recess, 8:00 a.m. |
| Monday, October 18 | Classes Resume, 8:00 a.m. |
| Monday, October 25 | Advisement Begins |
| Saturday, October 30 | Parents’ Day |
| Friday, November 12 | Advisement Ends |
| Thursday, November 25 | Thanksgiving Holiday begins at 8:00 a.m. |
| Monday, November 29 | Classes Resume, 8:00 a.m. |
| Wednesday, December 8 | Reading Day |
| Thursday, December 9 | Examinations Begin |
| Wednesday, December 15 | Examinations End |
| Friday, December 17 | Grades Due, 5:00 p.m. |
| Friday, December 31 | Graduation Certification Day |

## Spring Semester, 1994

| | |
|---|---|
| Monday, January 3 - Tuesday, January 4 | Registration |
| Wednesday, January 5 | Classes Begin, 8:00 a.m. |
| Friday, January 7 | Drop-Add, 1 p.m.- 5 p.m. |
| Tuesday, January 11 | Founder’s Day |
| Friday, January 14 | Last Day to Register |
| Friday, January 28 | Last Day to Remove an “I”/ Last Day to Drop w/o Penalty |
| Monday, March 7 | Midterm Recess Begins at 8:00 a.m./ Grades Due at 5:00 p.m. |
| Monday, March 14 | Classes Resume 8:00 a.m. |
| Monday, March 21 | Advisement Begins |
| Friday, April 1 | Easter Holiday 8:00 a.m. |

| | |
|---|---|
| Monday, April 4 | Classes Resume 8:00 a.m. |
| Friday, April 8 | Advisement Ends |
| Friday, April 22 | Reading Day |
| Monday, April 25 | Examinations Begin |
| Friday, April 29 | Examinations End |
| Wednesday, May 4 | Grades Due, 9 a.m. |
| Sunday, May 8 | Baccalaureate Service 10:00 a.m. |
| Monday, May 9 | Graduation 9:30 a.m. |

### Summer School I, 1994

| | |
|---|---|
| Monday, May 16 | Registration |
| Tuesday, May 17 | Classes Begin 7:30 a.m. |
| Friday, May 20 | Last Day to Drop/Add Last Day to Register |
| Friday, June 17 | Examinations |
| Tuesday, June 21 | Grades Due 9:00 a.m. |

### Summer School II, 1994

| | |
|---|---|
| Tuesday, June 20 | Registration |
| Wednesday, June 21 | Classes Begin, 7:30 a.m. |
| Friday, June 24 | Last Day to Drop-Add/Last Day to Register |
| Friday, July 22 | Examinations |
| Tuesday, July 26 | Grades Due, 8:30 a.m. |
| Wednesday, August 31 | Graduation Certification Day |

### Fall Semester, 1994

| | |
|---|---|
| Thursday, August 18 - Friday, August 19 | Faculty Orientation |
| Monday, August 22 - Tuesday, August 22 | Registration |
| Wednesday, August 24 | Classes Begin, 8:00 a.m. |
| Friday, August 26 | Drop/Add, 1:00-5:00 p.m. |
| Tuesday, August 30 | Convocation |
| Friday, September 2 | Last Day to Register |
| Friday, September 16 | Last Day to Remove an "I"/ Last Day to Drop w/o Penalty |
| Saturday, October 1 | Homecoming |
| Thursday, October 13 | Midterm Recess, 8:00 a.m. |
| Monday, October 17 | Classes Resume, 8:00 a.m. |
| Monday, October 24 | Advisement Begins |
| Saturday, October 29 | Parents' Day |
| Friday, November 11 | Advisement Ends |
| Thursday, November 24 | Thanksgiving Holiday begins at 8:00 a.m. |

| | |
|---|---|
| Monday, November 28 | Classes Resume, 8:00 a.m. |
| Wednesday, December 7 | Reading Day |
| Thursday, December 8 | Examinations Begin |
| Wednesday, December 14 | Examinations End |
| Friday, December 16 | Grades Due, 5:00 p.m. |
| Friday, December 30 | Graduation Certification Day |

## Spring Semester, 1995

| | |
|---|---|
| Monday, January 9 - Tuesday, January 10 | Registration |
| Wednesday, January 11 | Classes Begin, 8:00 a.m. |
| Friday, January 13 | Drop-Add, 1 p.m.- 5 p.m. |
| Tuesday, January 17 | Founder's Day |
| Friday, January 20 | Last Day to Register |
| Friday, February 3 | Last Day to Remove an "I"/ Last Day to Drop w/o Penalty |
| Monday, March 6 | Midterm Recess Begins at 8:00 a.m./ Grades Due at 5:00 p.m. |
| Monday, March 13 | Classes Resume 8:00 a.m. |
| Monday, March 20 | Advisement Begins |
| Friday, April 7 | Advisement Ends |
| Friday, April 14 | Easter Holiday 8:00 a.m. |
| Monday, April 17 | Classes Resume 8:00 a.m. |
| Friday, April 28 | Reading Day |
| Monday, May 1 | Examinations Begin |
| Friday, May 5 | Examinations End |
| Wednesday, May 10 | Grades Due, 9 a.m. |
| Sunday, May 14 | Baccalaureate Service 10:00 a.m. |
| Monday, May 15 | Graduation 9:30 a.m. |

## ■ Correspondence Directory

Correspondence should be addressed to the following offices and individuals at Campbell University, Buies Creek, North Carolina 27506:

**Academic Affairs:** Vice President for Academic Affairs or the Dean of the College/School

**Advancement:** Vice President for Advancement

**Admissions:** Dean of Admissions

**Alumni:** Director of Alumni Activities

**Athletics:** Director of Athletics

**Business Information:** Vice President for Business

**Dormitory Assignments:** Director of Residence Life

**Employment of Seniors:** Director of Guidance and Career Counseling

**Financial Assistance:** Dean of Admissions and Financial Aid

**Married Housing:** Director of Housing

**Religious Activities:** Director of Religious Activities

**Scholarships:** Dean of Admissions and Financial Aid

**Student Employment:** Dean of Admissions and Financial Aid

**Summer Camps:** Dean of Student Life

**Transcripts and Records:** University Registrar

**Veterans' Affairs:** Director of Veterans' Affairs

### Telephone

The Campbell University Exchange may be reached by calling (919) 893-1200.

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# Campbell University

"A Century of Vision and Service"
Celebrating the Past and Anticipating the Future!
Buies Creek, North Carolina 27506